

UNIVERSITY FOR DEVELOPMENT STUDIES

DEPARTMENT OF MANAGEMENT STUDIES

SCHOOL OF BUSINESS AND LAW



**THE IMPACT OF EMPLOYEE'S APPRAISAL ON JOB PERFORMANCE:
A CASE STUDY OF GHANA EDUCATION SERVICE EMPLOYEES
IN THE NORTH EAST GONJA DISTRICT**

BY

ADAM SAMBIQUE

UDS/MCM/0014/18

**THIS THESIS IS PRESENTED TO SCHOOL OF BUSINESS AND LAW OF THE
UNIVERSITY FOR DEVELOPMENT STUDIES IN PARTIAL FULFILMENT OF
THE REQUIREMENT FOR THE AWARD OF MASTER OF COMMERCE
(HUMAN RESOURCE MANAGEMENT)**

OCTOBER, 2022.

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RESOURCE MANAGEMENT DEGREE**

OCTOBER, 2022

DEDICATION

This work is dedicated to my Family. It is also dedicated to all my friends and other Individuals who in diverse ways gave me support in the course of my work.

DECLARATION

I, Adam Sambique, the author of this thesis, titled; “The Impact Of Employee’s Appraisal On Job Performance: A Case Study Of Ghana Education Service Employees In The North East Gonja District” do hereby declare that, with the exception of references duly cited, this thesis is entirely done by me, under the distinguished guidance of my supervisor at the School of Business and Law, University for Development Studies and further declare that this thesis has never been submitted in part or in whole for any other degree in this University or elsewhere.

.....
Adam Sambique
(Student)

.....
Date

I here by declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision laid down by the University for Development Studies



.....
Dr. Issah Iddrisu
(Supervisor)

.....
Date

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LIST OF ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
CI	Constitutional Instrument
CS	Circuit Supervisor
GES	Ghana Education Service
GPA	Gross Point Average
KPA	Key Performance Indicator
MBO	Management By Objective
OLS	Ordinary Least Squares
PA	Performance appraisal
PAS	Performance Appraisal System
PCA	Principal Component Analysis
PM	Performance Management
PMS	Performance Management System
SHEP	School Health Education Programme
WHO	World Health Organisation

ABSTRACT

The need to enhance the quality of educational outcomes heightened the need for effective performance appraisal system for teachers especially in basic schools. Despite the tremendous relevance of performance appraisal, rarely has there been any study on the effect of performance appraisal on job performance of employees in the educational sector. This study examined the impact of employee's appraisal on job performance: a case study of Ghana Education Services employees in the North East Gonja District of the Savannah Region. The objectives of the study were to identify the factors influencing performance of teachers in basic schools, to examine the effect of perception of performance appraisal system on the performance of teachers in basic schools, and to identify and rank the challenges that constrain performance appraisal systems for teachers in basic schools. In all, a total of 161 teachers in 59 basic schools was sampled. The gathered responses were analyzed using Factor Analysis, linear multiple regression and Kendall's Coefficient of Concordance. The results of the study in terms of the factors influencing performance of teachers in basic schools, rater accuracy, motivation, informational factors and other control variables such as age, educational status and experience of teachers in basic schools were found to be significant. Also, with regards to the effect of perception of performance appraisal system on the performance of teachers in basic schools, the study found that the perception regarding rater accuracy, motivation, informational factors, age, experience, and gender to be significant. In terms of the challenges militating effective performance appraisal systems of teachers in basic schools, the study found that the challenges in order of importance include appraisers not discussing reports on assessments with teachers; inadequate logistics, the halo effect and circuit supervisor position being lobbied; they do not also undergo training. The study recommends organizations to encourage more communication between management staff and their subordinate discussing feedback on teachers' assessment.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education plays a major role for ensuring that people actively participate in knowledge acquisition which is very critical to inducing a faster growth of the economy. Education all over the world develop human capital (students) to better contribute to improving different aspects of professions as well as the overall society. Education plays a vital role in creating a conducive atmosphere for the thriving of an open as well as democratic civil society. Schools provide students with deep knowledge of different subject areas and inculcate in them the required social norms to enhance interaction and communication.

Educational institutes offering and providing good quality education are often demonstrate to be a key contributor to the modernization of society (Amin & Khan, 2009). Work Performance in several organizations is usually influenced by employee' performance appraisal. Performance appraisal is the process of matching worker's performance outcomes against the details of their job specifications. It is an effective tool in laying out job standards, evaluating employee's actual performance relative to set standards, and offering performance feedback to employees with the intention to motivate employees to prevent poor performance. It further aids workers to fully grasp the requirements of their specific jobs (Batool & Qureshi, 2007). In contemporary times, performance appraisal is vital for teaching and learning process. Because the appraised and well compensated teachers produce good results. As Safdar et al. (2009) asserted in their study, appraising and compensating teachers for their effective service assist them in meeting their job requirements and hence ultimately enhance literacy levels among the populace of a country. Performance appraisal as a tool is

permanently used by both private and public schools, even though with variations in application. The efforts at transforming the educational sector will be fraught with challenges if competent teachers are not employed and their services regularly appraised to achieve effective student learning (Brown & Heywood 2005). Moreover, it is stated by Amin & Khan (2009) that in the educational process, the effective teaching and learning process makes a significant contribution with an effective performance appraisal system in place in both private and public educational institutes.

It is usually thought that performance management improves employees' service delivery, job satisfaction, identification and motivation (Fletcher & Williams, 1996). Performance feedback has demonstrated to have an effect on an employee's perceptions of fairness of the performance appraisal system (Chory & Westerman, 2009), and eventually affect organizations in different ways (Westerman *et al.*, 2014). Fairness perceptions are the major reactions that emerge from different levels of an organization's decision-making efforts ranging from reward, termination, employment and discipline (Cropanzano & Greenberg, 1997). The idea of fair handling of workers' issues has been indicated to be one of the key pointers of individuals' response to performance appraisal (PA) practices (Erdogan, 2002).

The perceptions of the extent of fairness that characterized a performance appraisal is central in performance appraisal (Bretzet *et al.*, 1992). Accurately and fairly executing performance appraisal positively impact the perceptions of employees that great performance result in financial incentives, and this notion ultimately leads to a rise in the motivation of employees and their consequent performance (Cropanzano *et al.*, 2001; Miller & Thornton, 2006). Desirable behavior as well as attitudes contributes significantly in providing customers with quality services, especially within the service sector of the economy. The perception about the quality of service has also been empirically established to have a positive effect on the behavior and attitudes of employees in the services sector (Schneider & Bowen, 1993).

Again, the belief of employees being a key resource that wields competitive advantage in an organisation has also gain currency (Kehoe & Wright, 2013). As a consequence, studies have demonstrated practices of human resource management are critical factors for consideration in policy formulation on human capital development (Innocenti et al., 2011).

Perceived fairness is key for institutions in making decision on compensation, selection, and performance evaluation, particularly appraisal (Jawahar, 2007). Within this framework, it is hence thought that for any nation to continuously achieve any success in the area of education, performance appraisal cannot be ignored. Workers' performance appraisal remains one of the highly used tools in management. Despite this, appraisal is perceived to be universal and inevitable, and where a well-structured system is lacking, people's appraisal of others' work outcomes, particularly subordinates will turn out to be informal, natural and arbitrary. Performance appraisal is at the heart of an organization's effort at attaining effectiveness and efficiency in their operations. The issue, however, has different controversies as top researchers and management experts turn to underestimate the reliability and validity of performance appraisal mechanism. To some, the process of performance appraisal is deeply flawed beyond perfection (Derven, 1990). The performance appraisal mechanism also possesses some negative and positive consequences on worker which they are likely to interpret as evaluating their effectiveness.

Performance appraisals have rippling effects on workers. That is, if evaluation is not carried out fairly, workers could become victims of its potentially debilitating and devastating effects. Due in part that performance appraisal remains a major human resource management activity with tremendous effects for promoting performance on a job, the relevance of examining performance appraisal fairness in schools cannot be overemphasized. A holistic understanding of the fairness of performance appraisal mechanisms is critical due to its

association with progressive behavior and attitudes of employees which subsequently enhance job performance of teachers in the North East Gonja District and the educational system as a whole.

1.2 Research Problem

Despite the tremendous relevance of performance appraisal, rarely has there been any study on the effect of performance appraisal on job performance of employees in the educational sector. Most studies (Rich, 1996) discuss performance appraisal that makes it possible for workers to hone their skills in order to achieve organizational goals. The skill-based management tracks and skill and tactics are put together to describe jobs, detect workers' skill sets as well as offer the needed resources to develop employees' capacities. Other studies such as Murray (1980) suggested the use of customer satisfaction as yardstick for assessing employee performance as well as giving management rewards which lead to very realistic performance reviews, very effective worker, quite satisfied customers as well as improved performance of an organization or business. These studies have however, ignored employees' perceptions about performance appraisal on the performance of teachers especially in basic school settings.

Interestingly, it has been argued that these problematic outcomes and improper rendering of performance appraisal phenomenon by earlier researchers underestimate a responsive culture established on performance that can engender in doubtful evaluation practices as well as disrupts a system rewarding best performance (Berman et al., 2012). However, despite the challenges of performance appraisal, organisations continue to implement the process. It continues to be a very useful element of human resource management despite that its effectiveness is still being questioned (Golem Biewski, 1995). In the context of this view, proper functioning of performance appraisal is critical to achieve set goals. For instance,

Giles et al. (1997) asserted that an effective performance appraisal mechanism has a high chance of evaluating an entire process for best performance. The effectiveness and success of any performance assessment significantly depends on workers' response to important elements of the appraisal mechanism (Cardy & Dobbins 1994). Dash et al. (2008) further asserted that developing a well-structure performance appraisal structure is very critical to propping up the effect of management in attracting, motivating and retaining employees.

Again, assessing workers on how their performance outcome meets their job requirements seem logical and reasonable. In spite of this, Robinson (1992) concluded that the appraisal process is fraught with many flaws. In a practical situation, performance appraisal systems have often generated disappointing and insufficient outcomes, as empirical studies have demonstrated (McGregor, 1957; Schrader, 1969; Thompson and Dalton, 1970). Also, several critics of the performance appraisal recommend that it should be ignored as a hopeless endeavor, as they highlight pitfalls and other challenges as evidence to justify their case. However, taking into cognizance the effectiveness of appraisal systems, concerns should not focus on the need to do away with them or keep them, instead, it should be focused on enhancing their adoption. Hence, until a proper method emerges, organizations have to counter potential risk by using any available appraisal system.

Furthermore, it has been observed that the most empirical literature on systems of performance appraisal emphasis the search for a flawless system for performance appraisal which uses objective and job-useful measurable rather subjective traits. Organizations implementing any performance appraisal mechanism to assess employees' performance outcomes, experience difficulties in its adoption, execution, and link with other systems on human resources management. To ensure that performance appraisal remains an effective for management to assess workers' performance in a wider context, organizations as well as scholars have to spend some considerable amount of time building the capacities of managers

about performance management systems, ability to develop evaluation systems that will take cognizance of the validity, reliability as well as managerial goals together with crafting systems that fulfill the peculiar organizational expectations and conditions. Furthermore, a study on these thematic areas will assist to create very successful and acceptable performance management mechanism (Devries, 1983).

Performance appraisal has won praises for promoting teamwork, enhancing workers' loyalty, significantly improving other human resource functions as well as improving motivation among workers. Given these functions and their contribution to attaining organizational goals, a good number of organizations engaged in significant investment in performance appraisal systems.

However, empirical literature has also demonstrated the existence of some gaps in the appraisal system and further admonishes its threats to subordinates and management. They again conclude there is likely consensus among both supervisors and employees about their concerns regarding performance management.

However, there is paucity of empirical studies that has been carried to examine the effects of performance appraisal system on employees' performance at the selected basic schools even though there is widening dissatisfaction among staff members with the manner in which they are appraised. It is therefore against this backdrop that this study seeks to evaluate the effects of performance appraisal system on basic school teachers' performance in the North East Gonja District of the Savannah Region of Ghana.

1.3 Research Objectives

1.3.1 Main Research Objective

The main research objective is to examine the impact of perceptions of the performance appraisal system on basic school teachers' performance issues in the North East Gonja District of the Savannah Region of Ghana.

1.3.2 Specific Research Objectives

1. To assess the factors influencing performance of teachers in basic schools in the North East Gonja District,
2. To examine the effect of perception of performance appraisal system on the performance of teachers in basic schools in the North East Gonja District, and
3. To evaluate and rank the challenges that constrains performance appraisal systems for teachers in basic schools in the North East Gonja District.

1.4 Research Questions

1. What are the key factors influencing the performance of teachers in basic schools in the North East Gonja District?
2. To what extent does the perception of the performance appraisal system affect the performance of teachers in basic schools in the North East Gonja District?

1.5 Hypothesis

Ho: There is no consensus among teachers in terms of the rankings of the challenges they face in the performance appraisal system.

H1: There is consensus among teachers in terms of the challenges they face in the appraisal system.

1.6 Significance of the study

The outcomes of this study will first, enable Ghana Education Service (GES) to identify the areas where development efforts are needed to ensure career and personal development is achieved. It will also help GES and other institutions to make out people who possess some unique skills so that their transfer and promotions will be consistent with educational needs. Furthermore, it will make it possible for GES to administer a formal educational reward and counsel poor performers.

Again, given the controversies surrounding the appropriate appraisal of teachers' job performance, there is the need for an intensive study which will promote understanding of the consequences of performance appraisal fairness on the performance of basic school teachers. The findings will exemplify the relevance as much as the effects of performance appraisal fairness so as to achieve positive outcomes.

Finally, other interested scholars who want to study in the field of human resource management are likely to find the findings of this study useful to broaden their understanding of performance appraisals. This study will be helpful to the researchers and academicians who might have some interest in studying the area of performance appraisal. The study will particularly enable them appreciate the effect of the appraisal performance system on employee motivation.

1.7 Scope of the study

The study focused on the impact of perceptions of fairness of performance appraisal system and basic school teachers' performance in the North East Gonja District of the Savannah Region, Ghana. The study basically dealt with teachers and other staff of the District office of the Ghana Education Services with the intent to generalizing their views to other regions in Ghana as a result of time as well as financial resource challenges. This choice is because the

study aims at understanding key issues of performance appraisal and employees at the basic level of Ghana's educational system where building a strong educational foundation of students is very crucial. Hence, contextually, this study is confined only to issues of perceptions of fairness in performance appraisal systems and basic school teachers' performance.

1.8 Organisation of the Study

The Chapter One (1) presents an introduction covering the background, problem statement, research questions and objectives and significance of the study. Chapter Two (2) contains a review of literature. Chapter Three (3) presents the methodology of the study; this included model specification, detailed discussion of the variables and data utilized in the study. Chapter Four (4) presents results and discussions: the chapter discusses the results from the study. Finally, the conclusions of the major findings and recommendations, and suggestions for further research were discussed in Chapter Five (5).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews previous studies that are related to this study. It captures a conceptual review of the concept of performance appraisal, the purpose of performance appraisal and types of performance appraisal. Empirically, the review also included the identification of the key factors influencing teachers' performance in basic schools. Studies on the performance appraisal and other factors influencing the performance of teachers in basic schools are also discussed. Previous studies on the identification and ranking of the challenges that constrain performance appraisal systems are also reviewed. The chapter subsequently looks at the theoretical framework and the conceptual framework that underpin this study. The chapter concludes with a summary of the key issues identified and how those are linked to the objectives of this study.

2.2 Conceptual definitions

2.2.1 The Concept of Performance Management (PM)

A study by Aguinis (2007) has revealed that performance management connotes a process in continuum which consists of the identification, measurement, and development of performance outcomes of employees so as to ensure that they align with key organizational goals. Performance management activities consist of any activity by management intended to enhance performance via developing and training workers, creating standards of performances, appraising workers' performance outcomes, laying out performance plan, as well as via taking care of employees' career shifts (Matheny, 2003). Performance management of workers is a process that organizations adopt to make sure that workers are putting in the best effort to create better quality services or products. Performance

management of employees motivates workers to take part in the company's planning process, and hence it is expected that the worker will be encouraged to put up the best performance (Kirk & Jones, 2004).

Performance management is a continuous, ongoing process which involves the clarification and communication of responsibilities of jobs, performance priorities and expectations to allow for a mutual understanding between workers and supervisors. It remains the orientation which appreciates as well as motivates workers' skill upgrade via a management style which offers regular feedback as well as creates teamwork. It highlights communication together with focusing on improving organizational value through the promotion of enhanced employee performance outcomes as well as promoting the development of the skills of employees. Managing the performance of employees encompasses creating a plan of work as well as organizational expectations, continuously monitoring performance outcomes, building performance capacities, doing a regular performance rating together with ensuring that good performance is rewarded (Kirk & Jones, 2004).

Performance management consists of clearly identifying job duties, setting standards of performance as well as documenting, assessing and sharing performance outcomes with individual workers. A properly structured Performance Management System (PMS) represents a backbone in developing the capacities of any company's employees (Messer and Mires, 2001). Employees' capacities are greatly built when they benefit from their superiors immense mentoring and coaching in the conduct of their jobs. Employers' great experience tremendously assists workers to build their competencies and capacities. To achieve better effectiveness, this process consists of creating transparent goals and outlining the responsibilities of the job, evaluating performance, as well as different ways supervisor and employees can coordinate their efforts to improve performance. A yearly review of the

performance of workers is deemed to be woefully inadequate for high performance management. To have effectiveness in the performance management system, reviewing the performance outcomes of employees need to be done more often than annually by being seen as regular activity. There must be continual and quick feedback rather than the practice of accumulating the reviews for the whole year only to share it with the workers at a time in the form of an annual assessment. Frequent feedback has a permanent effect due to the idea that employees quickly learn and implement it, thereby ensuring that a problem does not become uncontrollable. The best way to report performance is realized when feedback about employees' performance is consistently reported by the supervisor (Messer and Mires, 2001).

2.2.2 The Concept of Performance Appraisal

Performance appraisal involves the act of trying to identify, observe, measure and enhancing the performance of employees in a firm and practitioners and academicians have become obsessed about it. It also involves contributing significantly to human resource management since it is intertwined with the performance of an organization (Erdogan, 2002).

Performance appraisal is an effective instrument used by management to enable it optimize performance, basically performance at the individual level and hence, the performance of organizations not just now but also in the future. The goal of performance appraisal can be attained via evaluating the extent of employee work effectiveness on their current jobs and what is required of them to know and do to even better their job performance (Bono, 2003).

Gupta (2006) conceptualizes performance appraisal as a way of evaluating the performance outcome as well as progress of workers or of a collection of employees on a particular job and their future development potentials. He also asserts that appraising performance is about using all formal approaches in the operations of a firm to assess employees, their work efforts and employee development potential.

Torrington *et al.* (2005), conceive the appraisal of employees' performance as a mechanism that offers a formal way to evaluate employee's performance. There are, however, variations across organizations, and encompasses employee behavior, personality or performance on a job and can lend itself for measurement either qualitatively or quantitatively. Appraising performance is an unstructured way to recount the appraiser's performance.

Performance appraisal is deemed as part of the key elements of human resource practices (Boswell & Boudreau, 2002; Kehoe & Wright, 2013), and is part of the topical areas where there has been tremendous research over the years within the context of psychology at the workplace (Fletcher, 2001). It has been conceived as a key way in the context of management which is adopted to bring about measurement of employees' performance, ensure clarification of the decisions of personnel including transfers, promotions and layoffs as well as apportioning financial benefits. Then again, it is considered a tool that assists the development of the capacity of employees via feedback provision of employee work outcomes, evaluating employee training requirements and needs, as well as assessing how the goals of the organisation are attained (Daley 1992; Fletcher 2001; Murphy & Cleveland 1991; Taylor et al., 1995). Hence, employing performance appraisals within an organisational context intends to evaluate the performance outcomes of employees on a job, evaluate the attitudes of employees; maintain the quality of work and enhance growth as well as profitability (Kline & Sulsky, 2009). Performance Appraisal has evolved, mainly, as an element of a very strategic way for the integration of the roles of human resources as well as the policies of the organisation, and it is now a pervasively used term that embodies a wider collection of activities via which firms try to assess the performance outcomes of employees as well as promote the development of their abilities, propagate the development of the organisation, and distribute financial benefits (Fletcher & Perry, 2001).

Performance appraisal is widely thought of as a major role of the management of human resources (Smither & London, 2009), as well as it is a main instrument that management uses with the intent to prop up the success of employees' job performance outcomes (DeNisi & Pritchard, 2006). It is worth-noting that performance appraisal embodies the measurement of work performance outcomes which fundamentally entails a basic element of the performance appraisal process, without any identification of the real ways adopted for measuring performance successes (Kavanagh, Benson & Brown, 2007). It is worth-noting that performance appraisal as a component of the management of performance is viewed as the ways by which firms measure as well as evaluate the behaviour of an employee together with their attainments, over some time period (Walsh, 2003). Dessler (2016) conceives the concept of the appraisal of employees' performance to be a process by which to ensure the measurement of the performance on a job, on grounds of criteria of performance, so as to attain the extent of quality of work achieved by an individual, as well as to subsequently identify the peculiar competencies which would demand more training.

Earlier studies by Coens & Jenkins (2000) revealed that appraising performance is a compulsory process by a firm, in the context of which the performance of workers together with other features of an employee within a specified time period are separately assessed, and communicated by the appraiser, and the outcomes of the evaluation are maintained by the firm for subsequent review. Performance appraisal is further conceived as a regular exercise of evaluating employees' work outcomes by measuring it against some set expectations (Yong, 1996). Similarly, Fletcher (2001) defined performance appraisal as "activities through which organisations seek to assess employees and develop their competence, enhance performance and distribute rewards". Performance appraisal remains a valuable component in the field of human resource management activities that contribute immensely to developing the conduct of work.

Regardless of how performance appraisal is defined, it is observed that the performance appraisal system adopted in various firms and institutions is formal and well organised. Performance appraisal systems usually embody an interaction between the appraiser and the appraised that highlights the performance of the employees together with any need for training. Performance appraisal continues to be a well-organised arrangement between the superior and the subordinate, taking the form of an annual or semi-annual interview where workers' work outcomes are interrogated and evaluated (Sabeen & Mohboob, 2008). Wolff (2008) consented that a great technique to resolving employees' performance issues is via communication carried out in an atmosphere of clearly defined work goals as well as set anticipations, interfering at the right time together with ensuring that appraisers are well imbued with the main problem prior to executing any remedies. Within this context, Suff (2006) asserts that most appraisers adopt performance appraisal systems as a strategy to relay their anticipations to workers. Studies have shown that when performance appraisal is well structured, it can promote the alignment of workers' goals making it clear for them to understand the level to which their inputs on the job impacts the overall priorities and goals of the organisation (Ayers 2013). Similarly, performance appraisal is critical in linking workers' work outcomes with the performance that organisation expects to be put up. This way, workers will feel some sense of being incorporated in the performance appraisal system to unearth how they performing on the job to achieve organisational success (Kim, 2014).

Despite the meaning of performance appraisal or the various elements of it, it remains very structured and formal in most organizations. It brings appraisers and employees into an interaction about performance and documents performance as the formal assessment structure requires. One great feature not incorporated in several definitions is that of how dread employees consider performance appraisal. Folger & Lewis (1993) asserted that the same enthusiasm that characterized paying taxes is experienced in performance appraisal.

Folger et al (1992) further asserted that rather than emphasizing accuracy, the aim of performance appraisal system is about promoting fairness in the whole arrangement, which is a more realistic goal. Scholars in performance management began to take the position that the perceptions of employees about how fair an appraisal system is seems to be more relevant compared to using accuracy as the main appraisal objective. In any case that an appraisal system is thought to be not fair, it could breed negative effects or, it is most likely that an appraisal system that is perceived as accurate and fair has the tendency to result in positive outcomes. In this case, objective of fairness in an appraisal system should be pursued not only with the belief that accurate is unachievable, rather with the belief too that it is a critical social feeling as well as value likely to bring about injustice which has severe negative effects for the workplace and society at large (Sashkin & Williams, 1990; Sabbagh, et al, 1994). The fairness feature of human resource management practices needs focus from a human perspective too (Koys, 1991; Bretz & Judge, 1994).

Definitely, it is not out of place that workers would find the evaluation of their performance on an accurate criterion desirable since it falls within what they control. A case in point is a study by Boswell and Boudreau (2000) emphasis that when employees deem the appraisal system to be accurate, it influences their work attitudes regarding their appraisers, the entire performance appraisal structure as well as the job itself.

2.3 Purposes of Performance Appraisal

Performance appraisal is adopted by organisations to achieve a number of objectives. The variations emanate from varied goals pursued by different organisations. In the main, performance appraisal intends to enhance the employees' performance or possibly organisations by adopting information in a way that does not preclude the dignity of employees on the job (Selvarajan & Cloninger, 2009). Conversely, the non-existence of a

coordinated view on the usefulness of performance appraisal creates uneasiness among workers towards performance appraisal (Cheng & Cascio, 2009). Performance appraisal attains various objectives within an organisational setup, including enhance productivity and performance of employees, isolating their weaknesses from their strengths, as well as developing the capacities and skills of employees (Cook & Crossman, 2004; Murphy & Cleveland, 1991). In no doubt, the fundamental goal of any performance appraisal structure is basically to enhance performance of the organisation (Denisi & Gonzalez, 2000).

Gomez-Mejia et al. (2016) maintain that many firms adopt performance appraisal for purposes of development, such as identifying employees' strengths, weaknesses as well as areas of training that are needed to promote performance. Then again, performance appraisal could serve as good grounds for influencing the decisions of management in terms of terminating, promoting and rewarding performance of employees. Despite these, previous research has demonstrated the difference between the developmental and administrative uses. Administrative uses are useful in contexts, the appraisal of performance provides a reflection of the performance of employees, while developmental uses are to design some sort of behavioural interference that creates opportunities for development in ways that will lead to tremendous continual enhancement. In this context, performance appraisal connotes desired performance and strives to resolve or prop up performance behaviours (Boswell & Boudreau, 2002; Battaglio, 2014). On the contrary, some empirical studies imply that the basic uses of performance appraisal from the point of view of employees is performance measurability, while from the perspective of the organisation, performance appraisal is to attain the goals of the organisation (Young court et al., 2007; Caruth & Humphreys, 2008).

There is a widely held notion that performance appraisal purposes and its outcomes form employees and organisations are related. As an instance, Gabris & Ihrke (2001) maintain that

workers and their superiors will not work together peacefully if the performance appraisal purpose varies from what is anticipated as the outcomes of the process. Within this scenario, Nurse (2005) asserts that “if employees consistently meet and exceed performance standards and requirements but are not appropriately rewarded, through increased pay or promotion or other appropriate forms of recognition, the linkage between performance appraisal and employee career advancement is weakened”.

Irrespective of the varied purposes for having a performance management system, its basic aim is to guarantee the performance of an organisation (Williams, 2002). Young court et al. (2007) argue that how the purposes of performance appraisal are understood has a bearing on the attitudes of workers regarding performance appraisal. James (1995) contends that executing in clear terms the fairness and accuracy features of performance appraisal has a tendency to influence the nature of the organisation’s quality of work and overall culture. As a result, the aim of performance appraisal should consider its purpose in setting up an appraisal structure so as to generate tremendous long-term effect on the performance of employees.

2.4 Typology of performance appraisal systems

Organizations execute various performance appraisal systems on grounds of the job needs and its nature, the organization and the work itself. In effect, the appraisal techniques that are widely adopted are: 360-degree appraisal, Self-Review, Graphic rating scale, Peer Review, Essay appraisal, critical incident appraisal, forced-choice rating, Management-by-objectives approach and Ranking methods. Consequently, each one of these techniques has its combined advantage and disadvantages, and not one of them can attain the uses for which performance appraisal intends to achieve. Neither can a particular technique escape all the weaknesses that characterize it. The best practices, therefore, is to ensure an effective matching of techniques

to specific goals of performance appraisal. In any case that performance appraisal is adopted in an organization for the first time, it should be piloted with a sample of workers before its widespread adoption for the entire organization, and otherwise, it may flounder. Some of the techniques are reviewed in the following, their order not indicating their importance in any way:

2.4.1 360-degree

The 360-degree appraisal remains a highly comprehensive as well as very costly appraisal technique. Instead of just one person seen as a judge, a 360-degree appraisal emerges as much like a jury. It encompasses peer review, upward assessments as well as self-ratings; feedback is sought from everybody at work. It provides employees with the opportunity to be known by others and how they are perceived by others, how others perceive their style and skills, as well as enhance the extent of communication among people. The appraisers evaluating workers' performance on daily basis are able to provide adequate information about their performance to enable supervisors act on it. This gives a feedback from not only external but also internal customers to gain a wider, very accurate point of view on workers. The strengths of this technique of the 360 degrees include: it creates a very comprehensive understanding of the performance of workers, it raises credibility and participation of the appraisal of performance, have a robust long-term effect on performance and behavior, feedback from colleagues improves their personal development. It significantly raises shared goals and communication, and raises how employees are held accountable to their clients. On the flipside, some weaknesses of the technique include: they demand a lot of time as well as being complicated to administer, it extensively provides and take feedback which has a potential to intimidate some workers, it is highly costly as well as demands some training as well as a radical transformation to be successfully implemented (Milliman et al 1994).

2.4.2 Peer Review

Peer Review could be created by a range of three to six employees, to outline goals, objectives as well as benefits of the programme, create a criteria-based system for evaluating performance and executing a programme on pilot basis. There should be encouragement on the part of employees to supply feedback on how the system is working. Support together with training need to be readily accessible. Peer reviews are frequently accepted by employees and participation emerges to be task-relevant, very stable as well as having a high level of accuracy. By making possible for employees to understand the work of each other, and by voicing concerns in a peaceful manner, the reviews by peers could also be helpful for employees to work together peacefully. For the employee, this connotes a congenial work atmosphere freed from any sort of frustration. Much too helpful for employees could also be how it can help them to focus not on politics but significantly on advancing skills. Then again, peer reviews maybe effective on the basis of all interested parties having knowledge that the reviews are not a determinant of how much they will be paid, likely promotion, or admitting any action to ensure discipline. However, such a peer review structure with the strength to provide discipline, promotions, could possibly be easily be executable in some firms, if the workers feel that such a system is good (Milliman et al 1994).

2.4.3 Self-Review

Self-Reviews are grounded on thinking that workers are very much familiar with the nature of their job, and that their participation is very critical. Workers rate themselves on many criteria, often with a formally designed survey form, as well as make suggestions for improving performance. They assist to make clear their own set goals, and make exposure of their weaknesses just so that they could be improved. Usually, the superior is excluded from the appraisal process, even though exchanging viewpoints between employers and employees could likely improve their association, and promote the workers' own perceptions. Meyer

(1991) concluded that self-review really transforms the functions of superiors to that of being counselors, instead of acting as a judge. Given this function, the superior has the potential offer more help to the employees. He also indicates that self-review promotes respect for employees. Allowing employee participation and treating as equals in the appraisal process remains with a high likelihood to raise the level of commitment employees give to executing action plans, allowing the overall process to be not just productive but satisfactory. Self-reviews likely have low halo error as well as engender in less paperwork for superiors. However, employees have a tendency to fail to recognize their deficiencies unlike others, so self-review need to be implemented with other techniques.

2.4.4 Essay Appraisal

In Essay appraisal, the supervisor designs a written statement regarding the appraised workers. The system normally focuses on giving a description of some particular weaknesses and strengths in the performance of jobs. It further makes as some actions taken to resolve some problem areas that have been identified. The major setback to essay appraisals lies in their not being consistent in length and content as well as unpredictable. Furthermore, since various essays hinge on varied parts of an employee's performance outcomes or personal qualifications, essay ratings do not lend itself for comparison or combinations (Nuri, 2017).

2.4.5 Graphic Rating

The graphic rating scale evaluates an employee in terms of the volume as well as the quality of work (outstanding, above average, average, or unsatisfactory) and on different other determinants that change with the job but often include personal traits such as cooperation and reliability. It may further encompass particular performance elements including written and oral communication. The nature of this scale has been criticized though it remains the most adopted method used in rating (Berkshire and Highland 1953).

2.4.6 Forced Choice

Forced choice technique is an approach to performance appraisal that needs the rater to make a selection of some statement crafted to make a distinction between unsuccessful and successful performance. Within the context of several forced-choice techniques of performance rating, superiors are expected to evaluate to determine the best worker, second best, third best and so. Despite this, astute appraisers could master the act of manipulating and beating the system by offering higher rates to average but favourite workers. A further disadvantage is the challenge as well as cost of creating forms. As a result, the technique is in limited use and only usually implemented by not just middle but lower-management levels where the jobs are adequately akin to create standard or common forms possible. Last but not the least, forced-choice forms do not have any value- and possibly have an adverse consequence when implemented in interviews of performance appraisal (Nuri, 2017).

2.4.7 Critical Incident Technique

The critical incident technique resembles something like a natural phenomenon to a number of people for interviews in performance appraisal, because it provides an appraiser with some actual, factual incidents to share with a worker. Supervisors are required to maintain a record, a "little black book," on each employee and to go about recording real incidents either of negative or positive behaviors. Rather than having an argument regarding personality and traits, the focus of the discussion is on real performance and behavior, allowing the employee to have knowledge of what such standards could be (Myers, et al 1965). This technique, nevertheless, has a number of setbacks. It demands that supervisors document incidents regularly that is on daily basis or in the very least every week. This has a chance of becoming a chore. Also, though it may not intend but often results in supervisors delaying in providing employees with a feedback. Furthermore, it is usually not desirable to have to wait for a period of six months or even annually approach a worker with a mistake or misdeed for

resolution. Last but not the least, the appraiser outlines the performance evaluation standards for measuring the work outcomes of the worker which is not fair. To take out the feeling of being evaluated by unfairly high standards on the part of workers of some organisations, some superiors allow the workers to set or participate in setting their own goals of performance (Myers, et al 1965).

2.4.8 Management by Objective (MBO)

MBO according to Drucker (1954) represents a management model with the objective to promote organizational performance by clearly outlining objectives that both employees and management have consented to. The theory stipulates that, participation in the setting goals as well as action plans should result in more commitment as well as participation among workers, and further align various objectives within the organization. Workers are consulted though in the end the management imposes its own set objectives and standards (Levinson, 1970). MBO technique is deemed to be far "democratic," with a high tendency to be quite effective; employing some particular targets or work goals opens up more understanding of work outcomes. In real sense, it seems to be like a fashion trend regarding how those work standards are set in the services delivery firms and white-collar jobs.

2.4.9 Ranking

Alternation ranking as well as paired comparison ranking under this technique is the two most effective techniques. With the alternation ranking, superiors list the names of workers on a piece of paper particular at the left-hand side, and usually in some sort of random ordering. If the intent of the ranking is to determine salaries, the supervisors are requested to select employee they deem to be the "most valuable" on the list, crosses off that employee's name, and places it at the top of the right-hand side column of the paper. Next, employees deemed "least valuable" are picked from the list; the name is then crossed off, and placed at the bottom of the right-hand column. The ranker then selects the "most valuable" person from

the remaining list, crosses each name off and enters it below the top name on the right-hand list, and so on. Paired-comparison ranking, this technique has similar accuracy level as that of the alternation ranking with a potential of even being more. But in a context of huge size of workers, it turns out to be very cumbersome and challenging. Both ranking techniques, especially when used together with multiple rankings (i.e., when at least two people are requested to do independent rankings of the same work group and their lists are averaged), are among the best techniques accessible to management for creating valid order-of-merit rankings for purposes of rationalizing the payment of salaries.

2.5 Contribution of performance appraisal systems to organisational development

Against the views of numerous critics, performance appraisal systems (PAS) remain very useful and evil they think. To effectively implement PAS, there should be appropriate techniques and planning in place, and in that situation, PAS would be deemed as not a replaceable instrument for appreciating and rewarding impressive work outcomes and resolving discouraging work outcomes, but in general as a phenomenon for ensuring organizational long-term development.

After identifying points of, appraisals shift to the execution of tasks that need to be improved. When points of weakness are to be explained, it is very useful to supply practical ways of improving the performance of employees. Explaining the ways to achieve improvement and indicating tasks that have been well-executed is a source of optimism for subordinates to improve their performance by the next period of appraisal. It further eliminates any kind of negativity in the attitudes of employees. Being sincere as well as honest with employees in telling them the areas to improve their performance is very critical to the appraisal process. A performance appraisal process involves discussing the objectives as well as goals for both the organization and employees. The review of the outstanding performance, and the areas

requiring improvement, influence employees' personal goals. Include steps to maximize and improve any shown potential. Such discussions motivate workers to identify themselves with the company and strive to galvanize their energies towards the attainment of organizational goals (Myers *et al.*, 1965).

An effective performance appraisal encompasses workers making contributions by way of personal assessment. Engaging a worker in a personal performance creates some awareness on their part that is likely to help them improve. The feedback from workers regarding the appraisal process itself, how it was implemented and its helpfulness, are likely to be valuable avenues to the organization with a high tendency to promoting its overall operations (Myers, *et al.*, 1965).

2.6 Theoretical review

Motivational theories are very relevant in explaining performance appraisal. Example of such theories is the Expectancy theory.

2.6.1 Expectancy theory

Expectancy theory encompasses the most valued reward packages that employees hope to gain if they execute some specific tasks. It concerns the motivation an employee possesses because believes that performing a task will result in an outcome. It is further about whether the worker has preference for the outcome or not. The chances that a specific action will yield a preferred reward are at the center of expectancy theory. In the context of the above, workers are likely to assess the chance of obtaining a desired reward by executing different tasks and they will eventually choose to execute the task which they perceive as more successful employees. Hence, they are motivated to demonstrate very good job-related attitudes and subsequently increase their work abilities in order to produce better results because of the reward they expect to get.

According to Vroom, there are three compositions of the theory and these are Expectancy, Instrumentality and Valence. Expectancy is concerned with the employee's belief that his work efforts are adequate enough to assist him achieve his desired performance goals and it is often defined by the past experiences of the employee. On the flipside, instrumentality is the belief a worker has about being rewarded by way of salary increase or promotion if he attains performance expectations. Valence connotes the value a worker places on the reward he intends to receive if he attains performance expectations. In any case that a worker values the reward quite highly, then there is a high chance that he will perform the action to earn the reward. This is often a worker's goals, his values as well as his needs (Calabretta, Montana, & Iglesias, 2008). From this theory, the present study made the following hypothesis:

H_1 : Perception about the accuracy of the appraisers' evaluation influences teachers' performance in basic schools.

H_2 : Informational factors have influence on teachers' performance in basic schools.

H_3 : Motivation has influence on the performance of teachers in basic schools.

H_4 : Personal factors such as age, experience, educational status, gender and position held have influence on the performance of teachers in basic schools.

Hypotheses 1, 2, 3 and 4 were designed from the theory above by making a comparison of employees' level of commitment to the organization with determinants of performance appraisal from reviewed literature. The determinants reflect the determinants of employees' performance in basic schools including perceptions about the accuracy of the appraisers' assessment, motivation, informational factors and personal factors. It is believed that the choice of the Expectancy Theory can help explain the relationship between teachers' perception of fairness of the appraisal system and motivation to improve performance of teachers in basic schools. More specifically, when individuals are genuinely satisfied with the

fairness of the appraisal system, they are intrinsically motivated to put in their best to generate positive results. This is even more so if extrinsic motivation is added to the intrinsic packages.

2.7 Empirical review of past studies on study objectives

2.7.1 Studies on the perception of the performance appraisal system and other factors influencing the performance of teachers in basic schools

Studies on the effects of performance appraisal on employees' attitudes highlight the need for feedback (Shrivastav & Sapra, 2012) as well as rewards (Gichuhi, Abaja, & Ochieng, 2012). Shrivastav & Sapra (2012) studied the effects of performance appraisal on the attitudes of employees and found the importance of appraising performance to organizations but also highlight the essence of providing feedback to employees as a result of the positive effect of that in enhancing their performance. They argue providing feedback after appraising an employee's work performance is helpful in improving the level of communication that takes place between workers and supervisors and further serves as a motivation to the workers. The study further highlights the relevance of performance appraisal in shaping the work attitudes of employees towards the attainment of their personal goals as well as that of the organization's. The authors note that when the appraisal of employees' performance is not done well, it could have a debilitating consequence for the company by worsening the performance of employees.

In Kenya, Gichuhi, Abaja, and Ochieng's (2012) study found that workers do not benefit from the appraisal process. They further claimed that the performance appraisal system was not rewarding as expected. The study argued that it found that rewards were not significantly different to workers as a result of the performance they put up. The study questioned the absence of tangible benefits to workers from their performance appraisal and makes the

suggestion that another look be given to the reason for the appraisal system. This practice has a high likelihood of leading to a significant reduction in the commitment level and job satisfaction of employees since rewards have an influence on how employees perform as well as their attitudes towards the job (Moorhead, 1991).

Previously, authors such as Davidson (2005) noted that non-teaching activities as well as high workload have significant effect in de-motivating teachers in academic institutions. Fried (2004) realized that when job designs are not relevant coupled with being over burden could de-motivate teachers. Graham (1985) further found that the environment within which tasks are performed critically influences the amount of motivation workers have. This finding is consistent with that of Simmons and Alexander (1978), who concluded that benefit packages as well as attractive salaries highly motivate teachers and consequently raise the performance levels. Rao (2004) asserted similar findings by concluding that teachers tend to be very satisfied with intrinsic factors and least motivated by the monetary rewards in carrying out their teaching services. He maintained that poorly structured appraisal systems, absence of recognition, and not being respected by supervisors and colleagues are the main causes of stress and do not motivate teachers to put in their best in schools. Stafyarakis (2002) further found that supervisors' failure to recognize employees is a key factor that pushes teachers out of their jobs in educational institutions. He emphasized that recognition should be done appropriately especially based on performance so as to create some motivation for teachers.

Rasheed et al. (2010) noted that teachers have much regard for the feedback their students provide; as a result, feedback from students should be weighted more particularly in managing and appraising teachers' performance in institutions of higher learning. Jordan (1992) concluded that the feedback that students provide is key in motivating teachers to perform well, hence teachers need to be supplied with students' feedback reports which are

scientifically created. Ofoegbu (2004) confirmed that institutional support in the form of resource provision to teachers (e.g. desktop computers connected to the internet, access to e-libraries and research indexes, funds to organize workshops and conference, among others., for their students) is a great source of teachers' motivation.

Another Kenyan study which focused on the how effective performance appraisal systems are on workers by Messah & Kamencu (2011) demonstrated that performance appraisal systems positively impact the work outcomes of workers in the Kenya Tea Development Agency. The authors noted that management by objectives, training of workers as well as pay based on performance as the key determinants of employees' performance since those factors were highly rated among respondents. The authors further make some suggestion that evaluation, competence as well as overall development have bearing on the workers' performance though not to a large extent.

In a study by Daoanis (2012), the author showed that the effect of appraising workers' performance has both negative and positive effects on their level of commitment. She found that the loyalty of workers is highly influenced, thus their effort they put into the job. It implies that how an effective and efficient employees become is very much influenced by the extent of motivation that is available. From a positive end, views expressed by the workers showed that working overtime would not be a challenge, on the negative end; however, workers will fail to work for extra time if they are not going to be adequately rewarded for the extra work done. This finding reinforces the conclusion by Lee & Bruvold (2003) that workers think they are obliged and have high willingness to be committed once they are developed and provided with some rewards. Employees will hence develop some enthusiasm to working so hard to attain the goals of the organization provided that they think they highly motivated to put in their best on the job (Latham *et al.*, 2008).

A study of the how the involving sales persons in designing the appraisal system as well clearing explaining to them how the appraisal criteria are implemented has shown that it positively increases their level of commitment. However, in instances where the roles of workers within an organization are ambiguously defined, it negatively influences their commitment levels (Petti John, 2001). And, given that the appraisal system is improved by the involvement of workers and a good understanding of the goals of the organization (Roberts & Reed, 1996), it positively improves the level work commitment, hence backs the view of providing a very clear communication of the goals of the organization (Latham *et al.*, 2008). Furthermore, performance appraisal systems that are development oriented are about making workers feel they belong to the organization as well as feeling that they are valued the teams they work with and overall organization since it is critical in getting workers to be highly affectively committed to the company (Levy & Williams, 2004). However, Hague and Malos (1998) instead argued that the focus of appraisal systems is not personal traits of workers but on their behavior on the job. It is very helpful for workers to believe that within the performance appraisal system lie huge opportunities for their personal growth and development (Williams, 2002). If there is no fairness within the performance appraisal system, motivations, rewards as well as personal development engender in frustration and negative effects on the organization (Gilliland & Langdon, 1998).

Jacob *et al.* (2018) studied the association among the features of applicants, outcomes of hiring, and the performance of teachers on their teaching public schools within Washington DC in the United States. It was found that the academic background of applicants (e.g., undergraduate GPA) turn out not to have any association with hiring. It was noticed that screening measures (sample lessons, interviews and written assessments) assisted applicants in securing jobs by getting them placed on the recommended candidates list, but they turn out to just have a weak relationship with the chance of being hired on condition that they make

the list. Despite these, both screening measures and academic background were found to be strong predictors of the performance of teachers on the job, implying that more work enhancing the performance of schools through the selection process.

Maureen *et al.* (2019) studied the consequences of appraising performance on the performance of employee within public universities in Coast. They selected the Mombasa technical university for their study. In particular, their study examined interpersonal determinants; rater accuracy as well as information determinants influence the performance of employees in the study institution. Using a sample size 63 members, a Likert-Scale type of questions and regression analysis, the study observed that all the sampled performance appraisal systems positively influenced employee performance at 0.008 significance level. The authors suggested that interpersonal and informational determinants as well as rater accuracy should be given attention in improving employee performance in Kenya universities. They proposed that future studies should be conducted on similar institutions to evaluate their findings.

Akinyele (2010) evaluated the how effective appraising performance of employees is across private universities in Nigeria. The study emphasized particular on workers of covenant universities. Using the whole populations of staff as respondents and descriptive statistics, the study asserted that a system for appraising performance is the only tangible measure by which a company can evaluate the extent of performance of it varied workers. However, the study concluded that the systems for appraising performance employed in private universities are not effective and that they are just implemented for sake of having an appraisal system, making it challenging for the private universities measure employee's performance.

Mwema & Gachunga (2014) set out to examine the consequences of appraising performance on the productivity of employees of the World Health Organization, Sudan offices based in

Kenya, Kenya Country Office, and Garissa sub-office, Somalia. Regression analysis asserted that companies should design and execute appraisal systems to assist in creating an opportunity for management to be able to identify the training needs of workers, assist workers attain their targets of performance, provide poor-performing workers the opportunities to get better, assists workers in the managing time via setting of deadlines and planning, help superiors to make well informed managerial decisions regarding promotions, enhance employee's synergies as well as assignments based on applicable facts. The authors suggested that companies need to appraise their workers to promote the productivity of its workers.

Adaeze (2014) assessed the consequence of an appraising system on employees' performance together with the challenges associated with performance appraisal mechanisms in selected organizations in Nigeria. She noted that the implementation of appraisal systems leads to a rise in the organizations' productivity and concluded that the challenge of the appraisal system of an organization is in the way it is executed instead of the technique used. She recommended improved execution of the appraisal technique of an organization, an intensive training programme for appraisal and the need for subordinates to be included in objectives and goal setting by which their performance is appraised.

Francis, Dominic & Kusi (2019) investigated the association between appraising performance and the performance of employees in the libraries of the University of Education, Winneba, Ghana. Using a sample of 80 respondents, quantitative and qualitative data analytical methods, they concluded that performance appraisal is done annually using different methods to appraise the various categories of staff and that performance appraisal enhances staff performance. Performance appraisal remarks and comments by sectional heads tend to motivate some of the library staff to work harder. They recommended among others that the University librarian should provide encouragement to management to strive to support poor-

performing employees enhance their performance. Staff whose performance attains the desirable standards of performance should be rewarded as a way of motivating them do more.

Selvarasu & Sastry (2014) explored the association between how fair employees perceived the appraisal system to be and their involvement in the company's operations. The study noted that several organisations deem it difficult in measuring involvement and its financial consequence. They found fewer than 50 percent of firms indicating that they are capable of measuring workers' involvement against the performance of firms using metrics such as increased market share or customer satisfaction. A huge gap emerges between the points of view of middle management and executive managers in this context. Top executives are likely to be very optimistic concerning the extent of workers' involvement in their firms, making them feel they are not in touch with middle management's sense of their frontline involvement of employees.

2.7.2 Identifying and ranking of the challenges that constrain performance appraisal systems

It is noted that appraisal of performance is usually retrospective. A normal conventional appraisal is often carried out once or two times annually. There is often some bigger time lapse between designing goals as well as evaluating them, and objectives that are outlined from the onset of year are often brought out at the time appraisal (Chaponda, 2014). As appraisals of performance give a great chance for management as well as employee to do a one-on-one interaction, it is however sadly exposed to biases in terms of the ratings (Khan *et al*, 2015). As an instance, some supervisors turn out to be strict or liberal in rating their employee. Management may further become victims of the challenge of "recent performance effect" where they mainly just recall the recent work outcomes of workers during appraisal and award score premised on current good or bad events instead of entire years' set of activities (Jones & Wright, 2007).

There is further likelihood to emphasise the challenges rather than the strengths, which results in relational problems between employees and superiors and a toxic work atmosphere (Okeyo, Mathooko & Sitati, 2010). Interestingly, companies usually fail to understand that gaps in skills have to be resolved faster since it has a high chance of enhancing the development of the capacities of staff at the lower level (Chaponda, 2014). In the course of appraising performance, there are some challenges that abound including: bias, halo error, stereotyping, similarity error, distributional errors, proximity error, the appraisal conflicts, contrast error recency error and attribution error.

2.7.2.1 Bias

Bias is basically a personality-based tendency, either against or toward something. During evaluation of performance, bias is against or toward individual workers. People are normally likely to be bias, but appraiser particularly should not permit such biases to permeate into employees' assessment within an organization (Kumbhar, 2011). This is rhetorically easier to say but quite challenging to execute. Within the appraisal process, biases expose the system to subjectivity instead of objectivity, and for certain create breeding grounds for the absence of consistent effect across different categories of workers (Ali, Mahdi & Malihe, 2012). As a result, to resolve the problem of this bias, the rater must observe some objectivity and do not allow the feelings they have, either liking or disliking a particular person affect their evaluation (Caruth & Humphreys, 2008).

2.7.2.2 Stereotyping

Stereotyping is mentally categorizing an individual into an affinity group, and then thinking of the individual as possessing the same assumed features as other members within the grouping (Chaponda, 2014). Despite that stereotyping is virtually often thought of in a sense of negativity, there exist several instances of stereotypes which could be described as positive. However, irrespective of how stereotypes are perceived either being negative or

positive, focusing on members in such a grouping instead of clearly focusing on the features of the people, leads to tendencies for significant error in performance assessment (Holzer, 2007). One way to prevent stereotyping is familiarizing with every worker and doing an objective assessment of their real performance (Denby, 2010).

2.7.2.3 Halo Error

This error happens when a rater has a mainly negative or positive (negative halo error is in some cases known as “horns error”) impression of a person, and the rater then artificially extends that general impression to many individual categories of performance to create an overall evaluation of the individual that is either positive or negative (Jones and Wright, 2007). Put differently, if workers turn out to fall into the judgment of appraisers to be “good” workers overall, and the appraiser then assesses every aspect of performance as good, despite any results or behaviors that contradicts that, the rater fall victim of halo error (Ngo *et al.*, 2008). To prevent the halo error involves realizing that workers are usually weaker in some areas and stronger in some other parts by assessing the performance of workers objectively by focusing on the real performance for each item of evaluation (Mamoria, 2005).

Munteret *al.* (2003) further concluded that the halo effect or error is likelihood to offer a higher or lower rating on all items as a result of the impression of some low or high rating on some particular factor. The authors indicated that if a worker turn out to be dependable and conscientious, the appraiser is likely to be biased to that person to the extent that the rater will score her or him positive in terms of several desirable characteristics. Again, when they observed an organization, students have a high tendency to offer high scores on all items for faculty members when rating them due to just a few things they do that impress them as compared to some few distasteful habits that they do in class which might lead to the students to assess the teachers as poor performers overall. Cleveland, Murphy & Williams (2009) further asserted that the halo error is maybe the most common performance appraisal error

committed by raters and raters who end up making this error do so on grounds of general impressions of the employees. The authors also observed that, a worker is given either a low or high rating on several parts of job performance because the appraiser knows (or feels that she or he knows) that the worker is low or low on some peculiar parts.

2.7.2.4 Distributional Errors

The distribution error is usually premised on forced distribution and the ranking method of evaluation. These errors manifest in three different ways: strictness or severity, leniency and central tendency (Porter, 2008). Their occurrence is grounded on a standard normal distribution, or the bell curve. In strictness or severity error, the appraiser rates virtually all employees as performing less than average performance. Central tendency error emanates when an appraiser gives an average rating score to all those within his supervision with no employee really performing badly or well (Scott, Clotheir & Spriegel, 2007). Conclusively, leniency error happens when an appraiser assesses all employees as performing above average. Leniency error, as a result, just inflates the actual performance of workers. Distributional errors are prevented by carrying out different assessments (Shaw *et al.*, 2008).

2.7.2.5 Similarity Error

This error happens when subordinates who seem to share common features with the rater are rated as very good performing employee while rating those with varied features from themselves are not performing well (Skarlicki & Folger, 2007). There is usually that tendency for people to feel quite comfortably with others with similar feelings and that creeps into the appraisal system (Teseema & Soeters, 2006). Avoiding this error requires being open-minded to accept people from diverse backgrounds as well as being objective in assessing each worker's real performance even if they do not share common features with appraisers in terms of the way they do things (Tassema & Soeters, 2006).

2.7.2.6 Proximity Error

This error indicates the tendency of raters being likely to give similar marks to some items on the evaluation form just because those items are approximate or close to each other, irrespective of the actual performance observed on those items used in performance measurement (Newman, Thanacoody & Hui, 2012). One way to avoid this type of error is to be objective enough in the appraisal process by focusing on real performance per item on the form for evaluation (Teseema & Soeters, 2006).

2.7.2.7 The Appraisal Conflicts

Conflict of interest very often takes place within a company. A major cause of it is the conduct of appraisal practices within the set up. Conflicts somehow take place as a result of some lack of consensus on the part of the ratees concern the execution of appraisal systems (Porter, 2008). Conflicts can be put into different types including conflicting intra-individual goals, which represent the desirability to have feedback which is honest as against the desirability to have a self-concept affirming recognition and feedback. Aside this, different employees have conflicts with the goals of their colleagues, which implies that an individual worker's desire to attain some rewards is at variance with other's goals (Skarlicki & Folger, 2007).

2.7.2.8 Recency error

This error emerges when raters utilize just some few weeks or possibly month of rating as enough time to give evidence for rating other staff (Qureshi *et al.*, 2007). As an example, if an employee of a warehouse has remained a top performer for a huge part of the period of appraisal, but just before his yearly assessment he hits a stack of very costly electronic equipment while driving a forklift, there is a tendency to rate his performance as poor and that is recency error (Shaw *et al.*, 2008). To avoid recency error, assessing a worker's performance should be done across the entire time for the appraisal, especially 6 to 12

months. Implementing the critical incidents technique actually assists in recall as well as give an objective evaluation of performance for the whole time (Tassema & Soeters, 2006).

2.7.2.9 Contrast Error

In contrast error, the rater compares and contrasts work outcomes from two employees, instead of employing absolute performance measures to evaluate everyone worker (Scott, Clotheir & Spriegel, 2007). As an instance, the rater may contrast an employee whose performance is rated as good with those with outstanding performance, and as a consequence of the tremendous contrast, the good performing employee may be perceived as “below average.” In that case, a contrast error emerges (Qureshi *et al.*, 2007). A way to prevent a contrast error is to ensure that the actual performance of workers is evaluated with objectivity. The ranking method can be adopted appropriately evaluating every employee in a way that is consistent with each of the items captured on the evaluation form then provide rankings for employees on grounds of their evaluations (Shaw *et al.*, 2008).

2.7.2.10 Attribution Error

Basically, attribution connotes a process whereby a person takes motivations (including beliefs, values, or attitudes) to achieve some observed behavior. Hence, attribution error in appraising performance could take place when the appraiser sees some action on the part of the worker including an answer to a question which is argumentative and takes that employee does not have positive work attitude and is non-performer (Scott, Clotheir & Spriegel, 2007). This could be false, indicating that the rater has committed an attribution error. It is important to prevent attribution error as it generates conclusions which are grounded on subjective judgements (Skarlicki & Folger, 2007). In any case that the rater is doubtful about the conduct of a worker, they should avoid making assumptions. The rater will need to consult the worker to ascertain the reality of the situation so that actual performance can be assessed objectively (Shaw *et al.*, 2008).

An appraisal system is deemed successful when it fits into the goals and needs of a company. Performance appraisal system must fit the organization. It is relevant companies evaluate how suitable systems for assessing performance are as far as their employees are concerned before adopting them to suit their needs (Skarlicki & Folger, 2007). Basically, the use of system of performance appraisal is to isolate employees who are unable or do not want work. It is important that all interested parties within the organization get that information via effective communication and proper support as well as training services need to be given to parties' particularly top management who organize those sessions with other employees (Shaw *et al.*, 2008). Superiors need to perceive performance assessment as a process which often in a continuum and not as a one-off event which takes place on annual basis. The most effective appraisals are bi-directional interactions and highlight the importance of workers evaluating their own performance outcomes and also set goals for performance enhancement. Within this context, the best way is to have companies make sure that employees are well informed of Key Performance Indicators (KPIs), and ensuring that set standards are outlined by which the performance of workers is evaluated. Data solicited from the practices of appraisal systems should be employed in monitoring how successful recruiting as well as inducting practices are executed (Qureshi *et al.*, 2007).

There exist other challenges that inhibit the successful implementation of formal appraisal systems which many supervisors should know, it could be from past experience or from past empirical studies. The ensuing are the very critical and often experienced challenges:

2.7.2.11 Unfairness and biases

Ratings and standards are normally widely varied and unfair. In some cases, raters are lenient while others are very tough. Some organizations do not have quite competent staff while others do. As a consequence, workers who are exposed to lenient ratings or uncompetitive

environments are likely to be given higher appraisals unlike other very competent employees elsewhere. Generally, people's biases and values take the place of set standards of the company in appraisal. Instead of an appraiser using the standards that they have set, they at times may rather adopt wrong standards. Generally, personal bias and values takes over organizational standards. As an instance, a rater may deliberately unfairly give subordinates poor ratings in order to deny them their due promotion so that they will continue to be in that unit. Quite frequently, however, complete bias is meted out by favoring some workers at the expense of others (Qureshi *et al.*, 2007).

2.7.2.12 Lack of communication

Poor communication may not allow workers to have any knowledge about how their performance is being rated. The set standards used to evaluate employees' performance are in some cases at variance with what the workers think their performance is being evaluated against. There is no PAS that is effective enough for making managerial decisions, developing the organization, or for any other uses until employees whose performance is evaluated understand clearly what their work expectations are and the criteria used in evaluating their performance (Fazio & Oslon, 2003).

2.7.2.13 Lack of training

Appraisal methods seem to be the guaranteed channels to better performance. If an employee does not have the fundamental capacity or does not have the needed training to perform their tasks, it is not good way to strive to induce sufficient performance via appraising performance, or dismissal, fair to base salary, or other adverse decisions on such a performance appraisal. There is no appraisal technique that can replace placement, training programme and sound selection. Poor performance connotes an employee's failure. Usually, the supervisor is involved in the reduction in the level of validity of ranking. Instead of

confronting ineffective employees with poor ratings, negative feedback from the appraisal techniques, and below-average increases in salary, superiors usually take an easier way out as well as award average or above average ratings to poor-performing employees (Henrietta, 2012).

2.7.2.14 Feedback

Performance appraisal ratings can boomerang when workers are communicated to. Negative feedback does not only fail to encourage a typical worker, but could worsen his performance (Myers, *et al.*, 1965). It is just those workers who possess a high sense of self-esteem seem to be induced by criticism to enhance the performance they put in work.

2.7.2.15 Lack of involvement

The interviews in performance appraisal tend to focus on the position of the superior by putting him in a judge's role, hence defeating his very equally relevant function as a coach and teacher. This is especially destructive in companies that try to keep a very participatory environment within the company. Pitfalls are a strong problem in appraisal methods, but making attempts to overcome them by abandoning appraisal methods themselves seems to be like attempting to overcome the challenges of life by being suicidal. The more logical thing is to find those appraisal practices that turn out to have high tendency to attain a specific objective as well as having few setbacks (Henrietta, 2012).

2.8 Conceptual Framework on perceptions of appraisal system on teachers'

performance

The conceptual framework for this study is designed from the review of theoretical literature which resulted in the conceptual framework as captured in Figure 2.1 which shows the

association between variables that cannot be isolated as they are interdependent on one another.

The theory underpinning the study, as earlier indicated, is the Expectancy Theory. The theory postulates that teachers tend to perform better when they have expectation of rewards they think they are likely to receive. These rewards could be intrinsic such as being involved in the appraisal process, passion for teaching, or extrinsic rewards including periodic award scheme, promotions among others. However, it is key to recognize that motivation and perception of fairness of the appraisal system are closely linked since when teachers perceive appraisal systems to be fair, they are intrinsically motivated to perform better. Again, the relationship between motivation and performance is two-way such that when teachers expect rewards, they perform well and when they perform well, they also get motivated.

Given these, two related variables emerge from the Expectancy Theory and there does not exist any way they can be isolated. The dependent variable which is teachers' performance, influenced by the independent variable which are perception of fairness of the appraisal system, other performance appraisal variables including informational factors and motivation. Other independent variables are personal factors such as age, gender, years of experience, educational status and position held by the sampled teachers. In essence, performance assessment is about workers' work outcomes being compared with set organisational objectives set from the onset of the period of the appraisal (Lillian, Mathooko & Sitati, 2012). The independent variables are the main performance appraisal measures with various items measuring them. For instance, considering informational factors like organising regular assessment and review of the appraisal system enable teachers to focus their attention on what is expected of them and to allow appraisers give feedback to teachers, which motivates them (Cascio, 2016). Positive feedback gives workers the opportunity to know how well done

they have conducted their work and areas to improve upon. An effective appraiser and appraisal system clearly communicates ways of improving workers performance as well as giving adequate motivation to them (Lillian, Mathooko & Sitati, 2012).

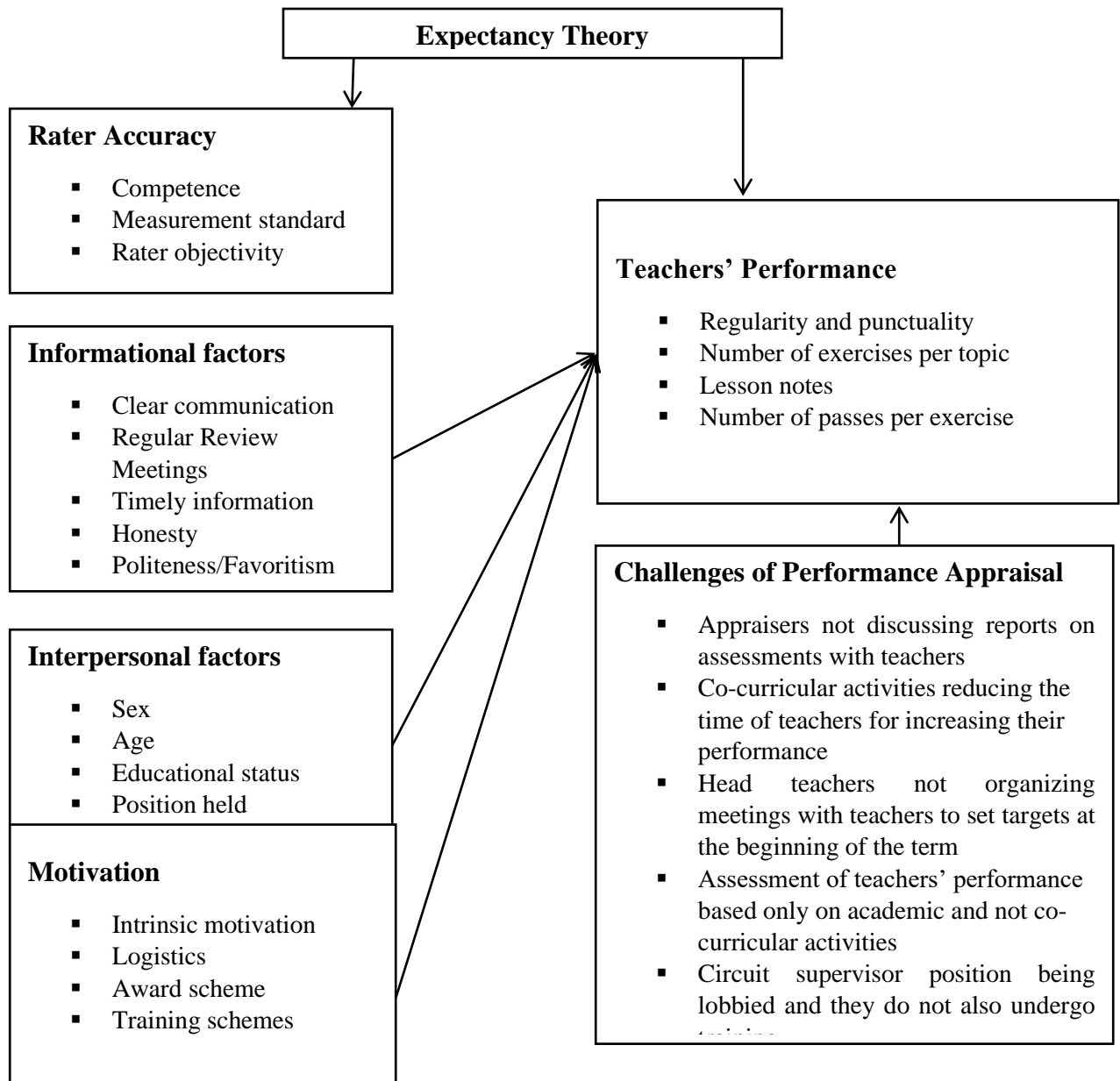


Figure 2. 1: Conceptual Framework

Source: Author's construct, 2021.

2.9 Summary of review and gaps identified

There has been growing literature on the effect of performance appraisal on employee performance including Jacob et al. (2018) in the United States, Akinyele (2010) & Adaeze (2014) in Nigeria, Messah & Kamencu (2011), Gichuhi, Abaja, & Ochieng (2012) and Mwema & Gachunga (2014) in Kenya and Francis, Dominic & Kusi (2019) in Ghana. However, there has not been a single study that particularly focused on the effect of the perception of fairness of performance appraisal methods on the performance of teachers in Ghana, and that is a gap this study identified.

Again, there are very few empirical papers focusing on challenges constraining the appraisal system of assessing the performance of teachers in basic schools. In cases such as Munter *et al.*, 2003; Mamoria, 2005; Jones & Wright; Holzer; Scott, Clotheir & Spriegel, 2007; Caruth & Humphreys; Ngo *et al.*; Porter, 2008; Cleaveland, Murphy & Williams, 2009; Okeyo, Mathooko & Sitati; Denby, 2010; Kumbhar, 2011; Ali, Mahdi & Malihe, 2012; Khan et al., 2015, where these challenges are explored in studies, they are often not about the appraisal methods for teachers and they are ranked and hence making it harder for researchers to dissect them empirically. This gap is closed by the present study that seeks to identify and rank the challenges of performance appraisal of teachers' performance in basic schools. Overall, though the review in this context does not claim to very extensive due to the limited but it has clearly shown some gaps in previous studies, the appropriate data analytical methods to use, and has also made it possible to do discussions of the findings of the study.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter of the study provides a brief description of the study area, types and sources of data, sample size and sampling techniques, survey instruments, analytical methods and the computer packages used.

3.2 Study area

3.2.1 Savannah Region

The Savannah Region emerges as a part of the newest regions created in Ghana and remains the biggest region across the country. The establishment of the Region came after a petition was presented by the overlord of the Gonja Traditional Council, in the leadership of the Yagbonwura Tumtumba Boresa Jakpa I. After stakeholders in the Northern Region (the region it was carved from) gave favorable assent to its creation, the Brobbey Commission (the Commission, which was given the task to go about exercise of creating the new regions) went about and conducted a referendum on the 27th December 2018. The outcome turned out to be 99.7% yes in support. The President of the Republic of Ghana signed as well as officially gave the Constitutional Instrument (CI) 115 to the Yagbonwura which was held in the Jubilee House, Accra on 12 February 2019. There was a massive attendance at the including the people, past and current MDCEs and MPs of Gonjaland. The region was named the Savannah Region with Damongo being made the regional capital. Damongo is situated in the northern part of Ghana. There are currently seven (7) districts in the Savannah Region including; West Gonja, Central Gonja, Bole, East Gonja, North Gonja, Sawla/Tuna/Kalba, North East Gonja as well as seven (7) Constituencies; Damongo, Bole/Bamboi, Salaga North, Daboya/Mankarigu, Sawla/Tuna/Kalba, Yapei/Kusawgu and Salaga South.

Historically, a referendum on 27 December 2018 approved the creation of Savannah Region, with 206,350 (99.52%) votes in favour on a turnout of 81.77%, CI 115 establishing the Region signed and presented on 12 February 2019.

The Savannah Region is bordered on the west by the Ghana-Côte d'Ivoire international border, on the south by the Bono and Bono East regions, on the north by the Upper West region, and on the East by the North East and Northern regions. The Savannah Region is very dry relative to the southern regions of Ghana, as a result of its closeness to the Sahara and Sahel. The vegetation is mainly of grassland, particularly savanna with clusters of drought-resistant trees including acacias or baobabs. Between December and April is the dry season. The wet season is between about July and November with an average annual rainfall of 750 to 1050 mm (30 to 40 inches). The highest temperatures are reached at the end of the dry season, the lowest in December and January. However, the hot Harmattan winds from the Sahara blows usually between December and the beginning of February. The temperatures can vary between 14 °C (59 °F) at night and 40 °C (104 °F) during the day. In terms of tourism and parks, the region is endowed with Larabanga Historic Mosque, Bui National Park (now defunct due to Bui National Dam) and Mole National Park.

The Savannah Region has a low population density, and along with the official language of English, most people inhabiting there speak a language of the Oti-Volta subfamily in the Niger-Congo language family, such as Gonja, Vagla, Dagbani, Tampulma, Mamprusi, or Tamprusi. The Savanna Region is dominated with Muslim. The Savannah Region of Ghana contains 7 districts including the North East Gonja whose district capital is Kpalbe where the study was conducted.



Figure 3. 1: Map of the Savannah Region

3.3 Research design

In conducting this study, a survey design was employed. A survey design is a process of data collection which is done using questionnaires or via personal interviews with respondents who are part of a specified population. (Salant, Dillman & Don, 1994).

Despite that surveys only give estimates for the true population and not exact measurements (Salant & Dillman, 1994), it is deemed appropriate for this study as a result of unique features and strengths as indicated below. According to Isaac and Michael (1997), survey research is employed: “to answer questions that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met”. It is also “to establish baselines against which future comparisons

can be made, to analyze trends across time, and generally, to describe what exists, in what amount, and in what context.”

3.4 Data types and sources

To achieve study objectives, different types of data from different sources were collected. These included primary and secondary data from various sources.

3.4.1 Primary data sources

As a result of the nature of the study, data was acquired from the primary sources. That is, to draw relevant conclusions, it is crucial to solicit field responses for analysis. The collected data was therefore primary data. Specifically, primary data was solicited on the factors influencing employee appraisal, effects of employee appraisal on their performance and challenges inhibiting employee appraisal in basic schools as well as the socio-demographic characteristics of teachers in basic schools.

3.4.2 Secondary data sources

Secondary data was obtained from the District Education Service on the total number of teachers and schools in the North East Gonja District of the Savannah Region as well as data on the specific forms of teachers’ appraisal. Data pertaining to what performance in Ghana Education Service constitute was also sourced from the Education Directorate in The North East Gonja District.

3.5 Sample size and sampling technique

To subject any theoretical expectations of any relationship to a test, a number of various groups of people should be included in the study as much as possible (Warr, 1990). The sample gives a good representation of the population since it is not possible to conduct interviews for the entire population to collect their views for the study. Due to this, the study

considered a good number of teachers to form the sample. The standards used in choosing participants and study area depends on whether they are information rich (Creswell, 2003) cited in Kusi (2012). A total of 161 teachers constituted the sample and the sample size is considered appropriate in view of the constraints of time and resources facing the study.

3.5.1 Sampling Frame and Size

The total number of teachers in the North East Gonja District was considered in this study. In all, there was a total of 270 teachers in the district, estimates from the District Education Service, 2020, and the study sampled 161 of them for investigation in this research.

The chosen sample size was determined using the sample size determination formula by

Yamane (1967), $n = \frac{N}{1 + N(\alpha)^2}$ where n = sample size, N = total population of teachers in the

study area which was 270, α is the level of significance (which is 5 percent). Hence, based

on the above formula, the sample size, $n = \frac{270}{1 + 270(0.05)^2} = 161.194$. From the computations,

a total sample size of 161 teachers was obtained for the study.

Again, the study adopted probability sampling strategies in selecting the sample. Simple random sampling was adopted to pick the total sample size of 161 teachers who are teaching in basic schools in the district. This was made possible with the assistance of the Ghana Education Service. Simple random sampling has the strength to minimize human bias as well as generate a sample with very high representation of the study population (Freedman *et al.*, 2005). The teachers were therefore randomly sampled across the 59 schools (15 Junior High Schools and 44 primary schools) and studied. In essence, the sample of 161 teachers was divided among the 59 schools in the district.

3.6 Tools and techniques for data collection

3.6.1 Questionnaires

For the sake of this study, a close-ended questionnaire was used to solicit relevant data from the study participants. A sample questionnaire consistent with the research questions was designed and administered to sampled teachers in the district. Recommendations from the piloting of the questionnaire validated a final copy for the study. Administration of the questionnaire was done personally by the researcher who assured respondents of the confidentiality and anonymity of their responses. Participation was strictly voluntary. The use of the questionnaire was to pick important data that fitted the statistical models used in the study so as to arrive at fair and scientific conclusions.

3.7 Data analysis and presentation

3.7.1 Theoretical and Empirical Specification of Models

3.7.1.1 Identifying the key factors influencing teachers' performance in the Ghanaian Basic Schools

To identify the key factors that influence teachers' performance in basic schools so to ascertain the extent to which they determine teachers' performance, a factor analysis was implemented. Adopting PCA or factor analysis aids in finding interrelationships between variables (frequently known as items) to arrive at a few of unifying variables known as factors. In this context of the determinants of the teachers' performance in basic schools, the study incorporated in the questionnaire various items for various determinants of teachers' performance. The main envisaged determinants that constituted factors influencing teachers' performance in basic schools included: (1) Factor 1-Rater accuracy - Raters or appraisers have high competency about their work which can influence teachers' performance; Measures of appraisal systems being standard can influence the performance of teachers; Rater objectivity has the potential to influence teachers' performance (2) Factor 2- Informational Factors; -Clear communication of appraisal systems can affect teachers' performance; Regular review meetings to assess teachers' conduct of their work can

influence their performance; Timely release or delivery of information in the appraisal process can affect teachers' performance; Honesty and fairness of the appraisal system can influence teachers' performance; Politeness and favoritism can influence teachers' performance (3) Factor- Interpersonal Factors- Sex distribution of the teachers affect their performance; Experience of teachers affect their performance; Age influences teachers' performance; Years of education influences their knowledge and skills of staff thereby affecting their performance; Position held by a teacher can also affect their performance. (4) Factor- Motivation- Intrinsic motivation derived in teaching can influence teachers' performance; Lack of teachers' accommodation facilities can affect their performance; Lack of means of transport influences teachers' performance; Lack of periodic reward schemes can influence teachers' performance; Not creating avenues for teachers to express their concerns can affect their performance; Inadequate staff training schemes on improved teaching methods can influence teachers' performance. (5) Factor – Teachers' Performance – The regularity and punctuality of teachers to school is a measure of their performance; Number of passes achieved by students in exercises conducted is a measure of teachers' performance; Teachers are able to conduct the right number of exercises per topic; Teachers are able to prepare their lesson notes on time.

It is likely that these four items put together constitute the factors affecting teachers' performance. By using the Principal Component Analysis (PCA) or factor analysis, it is possible to identify if a single factor represents a set of items of the different factors. In a real sense, Principal Component Analysis and factor analysis are used to enhance understanding of many sets of variables, tens or more, when just going through variable descriptions of the variables is unable to identify a clear or immediate number of factors. Both Principal Component Analysis and factor analysis are able to identify the patterns of relationships that exist in a specified group of observed variables. That is, they choose groups of much related

variables and suggest an underpinning factor structure. Though Principal Component Analysis and factor analysis are very associated in terms of the methods used to get a solution, the two differ basically in the assumptions they make about the variables' nature and how they handle them in an analysis. Due to this difference, those techniques are used to deal with varied research objectives, dictating the areas they are applied. Whereas Principal Component Analysis targets reproducing a structure of data using only few factors as much as possible, factor analysis examines variables' relationship by way of factors (e.g., Hair et al., 2006; Matsunaga, 2010; Mulaik, 2009). Therefore, factor analysis is considered very appropriate for this study.

Along with the choice between Principal Component Analysis and factor analysis, it should be noted that exploratory factor analysis is different from confirmatory factor analysis. In confirmatory factor analysis, there is a clear anticipation of the factor structure (e.g., because researchers have proposed a scale they prefer to adapt for their study) and the study intends to evaluate. The expected structure factor analyses are two statistical steps that rely on item relationship so as to ascertain a fewer number of factors. After conducting the analysis, the study can adopt few (uncorrelated) factors rather than many variables, hence greatly reducing the analysis's complexity. For instance, if the study selects seven factors, the study is only required to take into consideration seven relationships between the factors and overall satisfaction, which implies that the recommendations relied on six factors. Consistently, all of the measurement items were based on a 7-point Likert-type scale from strongly disagree (1) to strongly agree (7). In the analysis for objective, therefore, Cronbach's alpha was generated on the various items of the various factors influencing teachers' performance in the North East Gonja District to see which of the items (statements) have high loadings and should be included in measuring the various factors (both dependent and five explanatory variables).

3.7.1.2 Examining the extent to which the perception of the appraisal system and other factors influence the performance of teachers in basic schools in North East Gonja District

After using the factor analysis to determine items or statements that measure the various factors (dependent and independent variables), an Ordinary Least Squares (OLS) regression model was estimated to find the extent to which the factors measure how performance appraisal influence teachers' performance in basic schools. A multiple linear regression was employed to predict the linear relationship of the factors influencing teachers' performance in basic schools where teachers' performance is measured as a continuous variable. Theory, the linear multiple regression models were specified as:

$$Y_i = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \dots + \beta_K X_K + e_i$$

Where Y_i is the value of the continuous dependent variable (teachers' performance), β_0 is the intercept term, which represents the average value of the variable, when all independent variables take the value of zero. The terms, $\beta_1, \beta_2, \beta_3, \dots, \beta_k$ are the unknown parameters to be estimated corresponding to the explanatory variables, $x_{i1}, x_{i2}, x_{i3}, \dots, x_{ik}$. A single parameter, measures the change in the expected value of the dependent variable, upon a unit change in the value of the independent variable, assuming that all other regressors are held constant. They can be positive or negative, and is determined as *a priori* from economic theory.

$$Teachperf_i = \beta_0 + \beta_1 Rateraccura + \beta_2 Inforfactors + \beta_3 Sex + \beta_4 Age + \beta_5 Educ + \beta_6 Position + \beta_7 Experience + \beta_8 Motivation + e_i$$

Where $Teachperf_i$ = Teachers' performance, β_0 = Constant term, β_1 = Rater accuracy factors, β_2 = Informational factors, β_3 = Sex of a teacher, β_4 = Age of a teacher, β_5 = Educational

status of a teacher, β_6 = Position held, β_7 = Years of experience on the job, β_8 = Motivation and e_i = error term.

3.7.1.3 Identifying and ranking the challenges that constrain performance appraisal systems for teachers in basic schools

To test the hypothesis that there is no consensus among teachers in terms of the rankings of challenges of performance appraisal systems in basic schools, the Kendall's Coefficient of Concordance was adopted. From the review of literature, various sources of administrative barriers were identified and how they apply to the catchment area of the study was thoroughly looked at and confirmed. These likely barriers ranged from appraisers not discussing reports on assessments with teachers; co-curricular activities reducing the time of teachers for increasing their performance; head teachers not organizing meetings with teachers to set targets at the beginning of the term; assessment of teachers' performance based only on academic and not co-curricular activities; inadequate logistics, the halo effect, circuit supervisor position being lobbied and they do not also undergo training.

Hence in examining these barriers the Kendall's coefficient of concordance, given by the symbol W , as a relevant non-parametric measure of association was adopted. Kendall's coefficient of concordance (W) is a tool for measuring the level of association among many (P) judges who are evaluating a specified collection of n objects (Legendre, 2005). W is an index that measures the ratio of the observed variance of the sum of ranks to the maximum possible variance of the ranks. The underlying concept of this index is to determine the sum of the ranks for each challenge being ranked. If the rankings are in perfect agreement, the variability among these sums will be a maximum (Mattson, 1981). The Kendall's concordance coefficient (W) is hence given by the relation:

$$W = \frac{12S}{p^2(n^3 - n) - pT}$$

Where W denotes the Kendall's Concordance Coefficient, P denotes number of constraints, n denotes the number of respondents (sample size), T denotes correlation factor for tied ranks and S denotes sum of square statistic. The hypothesis tested are stated as follows, where H_0 and H_1 denote null and alternate hypothesis respectively.

H₀: There is no consensus among teachers in terms of the rankings of the challenges they face in the performance appraisal system.

H₁: There is consensus among teachers in terms of the challenges they face in the appraisal system.

3.7.1.3.1 Decision Rule

The decision rule for testing the significance of W is to match the Chi-square critical to the chi-square computed. If the computed chi-square is more than the chi-square critical, then we reject the null hypothesis and rather accept the alternative hypothesis. This indicates that there is consensus across teachers regarding the challenges that they face in the performance appraisal system.

3.8 Computer Packages

The analysis of study results was made possible using Stata.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter of the study analyses and discusses gathered responses from the sampled units with regards to the objectives set out in Chapter One. Firstly, the chapter identifies the main predictors influencing the performance of teachers in basic schools. Secondly, it examines the influence of performance appraisal on the performance of teachers in basic schools. Last but not the least, the chapter identifies and ranks the challenges that constrain performance appraisal systems in evaluating the performance of teachers in basic schools.

4.2 Descriptive Statistics on Socio-demographic Characteristics of Teachers in Basic Schools

Results from Table 4.1, shows a frequency table highlighting the distribution of each of the demographic variables into frequencies and percentages. Of the 161 teachers examined, 129 respondents (80.12 per cent) were males while 32 respondents (19.88 per cent) were females. The dominance of male teachers relative to their female counterparts is indicative of the fact that men are generally known to be bread winners of most families, dominate workspace, and hence still own and occupy many public sector organizations including that of basic schools.

Also, the Ghana Education Service gives priority to female teachers who have served in a particular area for at least three years when they are seeking transfer with the reason of joining their husbands. Many female teachers take advantage of this to seek transfer from deprived areas to the urban areas. North East Gonja District is one of the deprived areas in Ghana.

In terms of education, most of them (104 representing 64.60%) had the minimum qualification of diploma, 52 (32.30%) had Bachelor's Degree and 5 (3.11%) had master's Degree. This implies that the teachers have high level of educational achievement. However, their educational background and extent of training are very important as issues of the need to improve performance in the Basic Education Certificate Examination are still being discussed.

In terms of the position that teachers hold, 121 (75.16%) of the teachers indicated that they have various additional responsibilities. Some of these positions held include headmaster, assistant headmaster, form master, sports master and SHEP coordinator. On the other hand, 40 (24.84%) teachers do not hold any positions in the contacted schools.

With regards to age, the 161 respondents investigated, the average mean age is 40 years with a standard deviation of 5.55. The age distribution demonstrates the youthful nature of teachers in the basic schools.

Table 4. 1: Socio-demographic Characteristics of Responses

Variable Description	Frequency	Percentages
Gender		
Male	129	80.12
Female	32	19.88
Educational Qualification		
Diploma	104	64.60
Degree	52	32.30
Masters	5	3.11
Position Held		
Yes	121	75.16
No	40	24.84
	Mean	Std. Deviation
Age (in years)	40	5.55
Experience	8.16	4.89

Source: Field survey, 2021.

With regards to experience, the study found that on the average a teacher in a basic school has 8.16 years of experience with a standard deviation of 4.89. This generally suggests that, the teachers that constituted the study have adequate experience in teaching in basic schools and hence have very informed opinions on the factors influencing the performance of teachers in basic schools as well as challenges militating against teachers' performance appraisal methods.

4.3 Pairwise Correlation of factors influencing the performance of teachers in basic schools

The study sought to establish the relationship among the variables. From Table 4.2, Pearson Correlation analysis was performed to ascertain this relationship. The relevance of correlation analysis is to ensure that variables are not highly correlated with each other to avoid multicollinearity. Correlation hence provides information regarding the linear association between the variables.

Results in Table 4.2 are the correlation matrix among all the study variables. Findings in Table 4.2 indicate that there are no high or significant relationships among the factors, which is good for model estimation. The lower correlations include that between teachers' level of experience on the job and their educational status [$r = -0.025$], followed by position held by teachers and informational factors [$r = -0.026$], position held and rater accuracy [$r = -0.049$], educational status and position held [$r = 0.054$]. Again, according to Table 4.2, the highest level of correlation was between motivation and educational status [$r = 0.585$]. This is followed by gender distribution and motivation [$r = 0.417$] while apart from age, gender and experience which have negative association with teachers' performance, the other variables including motivation, rater's accuracy, informational factors, educational status and position

held have positive relationship with it. Overall, the study established low linear correlation among the variables depicting lack of multicollinearity.

Table 4. 2: Pairwise Correlation of factors influencing the performance of teachers in basic schools

<i>Variable</i>	<i>Rater accuracy</i>	<i>Inforfactors</i>	<i>Motivation</i>	<i>Age</i>	<i>Gender</i>	<i>Position</i>	<i>Experience</i>	<i>Education</i>	<i>Teachperf</i>
<i>Rate accuracy</i>	1								
<i>Inforfactors</i>	0.168	1							
<i>Motivation</i>	0.331	0.113	1						
<i>Age</i>	0.192	0.244	0.336	1					
<i>Gender</i>	0.096	0.244	0.417	0.260	1				
<i>Position</i>	-0.049	-0.026	0.073	0.114	0.194	1			
<i>Experience</i>	-0.128	0.202	0.150	0.267	0.129	0.061	1		
<i>Education</i>	0.301	0.140	0.585	0.174	0.257	0.054	-0.025	1	
<i>Teachperf</i>	0.264	0.145	0.113	-0.239	-0.150	0.223	-0.213	0.111	1

Source: Field survey, 2021.

4.4 Identifying the key factors influencing the performance of teachers in basic schools

4.4.1 Promax Rotation and Reliability of the Exploratory Factor Analysis (EFA)

In identifying the factors influencing the performance of teachers in basic schools, the study employed a five-point Likert scale with seventeen (17) variables which were subsequently rotated adopting the Promax rotation as the extraction technique. Furthermore, to ascertain whether it is appropriate to use maximum likelihood analysis (data reduction approach) for the data solicited by the study, a correlation matrix for the predictors influencing the teachers in basic schools' data, Kaiser-Meyer-Olkin measure of sampling adequacy as well as the Barlett test of sphericity were assessed. The Kaiser-Meyer-Olkin measure of sampling adequacy intends to examine whether the robustness of the relationship between variables is adequate enough to proceed to the next step of factor analysis. From Table 4.4, the Kaiser-Meyer-Olkin was 0.761 which exceeds the minimum threshold of 0.7 and the Barlett test demonstrated to be robust ($P\text{-value} = 0.000$). Hence, the data reduction by maximum likelihood was justified. A factor analysis with Promax rotation was performed. An eigenvalue of 1.0 was performed for factor extraction criterion and loadings of 0.30 were employed to make it possible for the inclusion of items. Also, the Cronbach's coefficients were ascertained for the separate factors to assess whether the data was reliable and could serve as estimate of internal reliability. Furthermore, the results from Table 4.3, which shows the factor correlation matrix, demonstrates none of the factors had a correlation coefficient of more than 0.7 of the variance of the scale. These parameters are pointers to the appropriateness of the use of factor analysis in identifying the main factors influencing teachers' performance in basic schools.

Table 4. 3: Factor Correlation Matrix

Factor	1	2	3	4
1	1.000	0.186	0.357	-0.015
2	0.186	1.000	0.161	0.177
3	0.357	0.239	1.000	-0.039
4	-0.015	0.171	0.230	1.000

Notes: Extraction Method: Maximum Likelihood; Rotation Method: Promax with Kaiser Normalization; Factor 1 is for Rater accuracy; Factor 2 is for Informational factors; Factor 3 is for Motivation and Factor 4 is for the Teachers' performance.

Source: Author's computation, 2021.

Consequently, the results demonstrated that all the seventeen (17) variables loaded perfectly onto four factors and hence all met the rotation criteria. The results of the rotation for the independent variables have been displayed in Table 4.4 below. Out of the 17 variables, factor one had 3 variables all relating to rater accuracy; factor two had 5 variables all relating to information factors while factor three had 6 variables all relating to motivation. On the flipside, the final factor is the dependent variable which measures the performance of teachers which is factor four and had 3 variables.

To ensure reliability of the scales, the internal reliability of the four factors was examined through Cronbach's alpha coefficient. Consistent with the suggestion by Cronbach's, factors including that of the dependent variable had very high loadings and met the minimum value of 0.7 and hence were accepted for further analysis particularly the regression analysis. The implication of the high loading is that factors that were adopted to measure the independent variables (rater accuracy, informational factors and motivation) and the dependent variable (the performance of teachers in basic schools) constitute a complete structure for describing these variables, and as a result they are the key determinants affecting the performance of teachers in basic schools. These variables were employed for the regression model in the subsequent sections to achieve objectives two of the study.

Table 4. 4: Factor – Internal Consistency and related decisions

Factors/Items	Loadings	No. of Items	Cronbach's Alpha
Factor 1 – Rater Accuracy			
Raters or appraisers have high competency about their work which can influence teachers' performance	0.988		
Measures of appraisal systems being standard can influence the performance of teachers	0.783		
Rater objectivity has the potential to influence teachers' performance	0.539	3	0.784
Factor 2- Informational Factors			
Clear communication of appraisal systems can affect teachers' performance	0.873		
Regular review meetings to assess teachers' conduct of their work can influence their performance	0.798		
Timely release or delivery of information in the appraisal process can affect teachers' performance	0.677		
Honesty and fairness of the appraisal system can influence teachers' performance	0.671		
Politeness and favouritism can influence teachers' performance	0.648	5	0.831
Factor 3- Motivation			
Intrinsic motivation derived in teaching can influence teachers' performance	0.967		
Lack of teachers' accommodation facilities can affect their performance	0.650		
Lack of means of transport influences teachers' performance	0.547		
Lack of periodic reward schemes can influence teachers' performance	0.775		
Not creating avenues for teachers to express their concerns can affect their performance	0.701		
Inadequate staff training schemes on improved teaching methods can influence teachers' performance	0.642	6	0.768
Factor 4- Teachers' performance			
The regularity and punctuality of teachers to school is a measure of their performance	0.769		
Number of passes achieved by students in exercises conducted is a measure of teachers' performance	0.642		
Teachers' are able to conduct the right number of exercises per topic; Teachers are able to prepare	0.935	3	0.750

their lesson notes on time

Appropriateness of Factor Analysis test statistics

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.

0.761

Approx. Chi-Square 1430.604

Bartlett's Test of Sphericity

Degrees of freedom 253

Significance 0.0000

Source: Author's computation, 2021.

4.5 Examining the extent to which the perception of the appraisal system influences the performance of teachers in basic schools

4.5.1 Regression Analysis

Researchers such as Frost (2013) asserted that given perceptions are measured using Likert type questions, it does not normally allow for the running of any parametric analysis such as ANOVA and regression. On the flipside, they maintained that when many Likert questions under a single item are raised, summing or taking average converts Likert type data to Likert scale data which could make it possible to conduct parametric analysis. As a result, the study used five-point Likert type questions to measure the independent variables (rater accuracy, informational factors and motivation) and the dependent variable (teachers' performance in basic schools) constitute a complete structure for describing these variables. Consequently, a multiple regression was estimated to examine the determinants that influence the performance of teachers in basic schools.

With regards to the fitness of the model estimated the F statistic which is used to test for the overall significance of the estimated model by taking all the coefficients together is 0.00. This value signifies that the study rejects the null hypothesis that the coefficients are all together NOT significant. Results from Table 4.5 demonstrates that the model also has an R- squared value of 54.71% indicating that about 54.71% of the variability in the performance of teachers in basic schools has been explained by this model thus implying the robustness of the model and that all the relevant predictors have been capture in the model. The model hence can be concluded to have a very high level of performance. Overall, 8 independent variables were employed in the model and out of that 6 were found to be statistically significant whiles the other determinants including educational status and position held were found to be insignificant determinants of the performance of teachers in basic schools.

Rater accuracy: Rater accuracy which indicates the competence and objectivity level of the appraisers was found to be one of the significant determinants of teachers' performance in basic schools as shown in Table 4.5. It was found to have a positive and statistically significant effect on teachers' performance at 1% level of significance. The coefficient of rater accuracy variable of 0.257 interprets that when the perception about the competency and objectivity level of the appraisers in evaluating the performance of teacher's increases by a unit, the impact on the performance of teachers rises by 0.257. Even though a study by Akinyele (2010) had concluded that the systems for assessing performance employed in private universities are ineffective and that they are just being implemented for the sake of formality, this is consistent Mwema & Gachunga (2014) who maintained that performance appraisal systems assist in creating chances for supervisors in determining the training needs of employees, assist workers achieve their performance targets, provide non-performing employees the opportunity to enhance their performance, and assist worker in managing their time via setting of deadlines and planning. The implication is that when teachers think that appraisers are fair and competent in their assessment, they perform very well since they have faith in the system.

Information factors: Information factors such as the honesty, clarity in communicating with employees and regularity in the review of the appraisal system has a positive and statistically significant influence on the performance of teachers in basic schools. It was found to be robust at 1% level of significance. The coefficient of 0.311 of informational factors suggest that when informational factors increase by one unit, the performance of teachers will rise by 0.311. This corroborates with Messah & Kamencu (2011) who demonstrated that systems for evaluating performance have positive long-term effect on the employees' performance and made the suggestion that assessment, competence and development further have influence on the performance of employee but to a relatively moderate extent. Consistent with this too is

the finding by Petti john (2001) who insisted that in any case that the roles of workers in a company are unclearly outlined; it will negatively influence workers' level of commitment as well as overall performance. This is also true with that of Roberts & Reed (1996) and Latham *et al.* (2008) who realized that since the system for appraising performance is improved by workers' involvement as well as clear goals, it is positively associated with affective commitment and overall performance, thus buttressing the assertions about communicating super ordinate goals. This suggests that when teachers perceive the appraisal system to be honest, organizing regular review meetings and clearly communicates timely information, it improves their performance.

Motivation: Motivation was identified as carrying a positive and statistically significant effect on the performance of teachers in basic schools at 5% level of significance. From Table 4.5, the coefficient of 0.242 suggests that when motivation increases by one unit, teachers' performance will increase by 0. 242 and vice versa, other factors held constant. This implies that apart from the intrinsic reward teachers enjoy because of their passion for teaching, extrinsic rewards such as regular award schemes which could be financial also matter a lot for improving teachers' performance. This is true especially given that the North East Gonja District is deprived and it will take adequate motivation to prop up teachers' performance in terms of improving teachers' school attendance, preparing lesson notes and delivering lessons as well as conducting the required number of class assessments. Even though this finding was contradicted by Gichuhi, Abaja, & Ochieng (2012) whose study in Kenya discovered that there is no significant difference in rewards to employees on the basis of their performance. However, Moorhead & Griffin (1992) earlier maintained that motivation in no doubt, when it is not provided has the tendency to minimize job satisfaction among workers and commitment levels since rewards have effects on workers and their attitudes towards the job.

Age: The study found that other control variables such as teachers' age has negative and significant effect on their performance. The results in Table 4.5 reveal that younger teachers tend to perform far better than elderly teachers. This determinant is found to be significant at 5% level of significance. This finding contradicts with Hague & Malos (1998) who revealed that fair appraisal is based on job related behaviors not traits of persons. This contradiction stems from the idea that young teachers are very likely to adopt modern or improved learning methods than their elderly counterparts.

Gender: From the study results as shown in Table 4.5, gender of a teacher was found to be statistically significant with negative influence on the performance of teachers. In other words, at 10% level of significance moving from female to male improves performance of teachers. That is, female teachers perform 0.384 less compared to their male counterparts. This is attributed to the male dominance that is experienced in every aspect of society. This makes men more confident and enough control over the conduct of their duties. Consistent with this, Jacob *et al.* (2018) indicated that background and screening measures strongly predict teacher job performance, suggesting considerable scope for improving schools via the selection process.

Table 4.5: Regression Model for the Factors Influencing the Performance of Teachers in Basic Schools

<i>Dependent variable: Teachers' Performance in Basic Schools</i>		
<i>Variables</i>	<i>Coefficients</i>	<i>Robust Std. errors</i>
Rater Accuracy	0.2566*	0.1331
Information factor	0.3105***	0.0659
Motivation	0.2418**	0.0954
Age	-0.1987**	0.0839
Gender (Female)	-0.3835*	0.1979
<i>Educational status:</i>		
Degree	-0.2515	0.4627
Masters	0.8817	1.2227
Position held	0.156	0.120
Experience	-0.5393***	0.2020
Constant	3.2041***	0.6877
<i>Observations</i>		161
<i>F (8, 152)</i>		6.23
<i>Prob > F</i>		0.0000
<i>R-squared</i>		0.5471

*** p<0.01, ** p<0.05, * p<0.1

Source: Author's Computation 2021.

Experience (in years): The results from the study showed that teachers' experience has a significant and negative effect on the performance of teachers in basic schools at 1% level of significance. In contravention to this, Messah & Kamencu (2011) identified workers' experience, training, performance-based pay and management by objectives are the key determinants that affect employees' performance as respondents rated them high. This finding of this study is surprising but implies that as teachers get more experience about performance appraisal system and its challenges including poor logistics for appraisers, lobbied Circuit Supervisors' position, among others, are likely not to be worried about or increase their performance in basic schools.

4.5.2 Model Diagnosis

The regression model was constructed and estimated based on certain assumptions, the researcher decided to perform a diagnosis to see if some of the assumptions were satisfied.

4.5.3 Normality Test

The study performed a normality test on the assumption that the errors in the model were normally distributed using the Jarque-Bera statistic. With this test, the null hypothesis is that the errors are normally distributed. The Jarque-Bera statistic of 18.86 is significant at 0.05 level of significance all confirming that the errors are not normally distributed.

4.5.4 Omitted Variable Test

The study also performed omitted variable test using the Ramsey RESET test on the null hypothesis that the model has no omitted variables. The $F(3, 149) = 0.49$ with $\text{Prob} > F = 0.6867$. This confirms that the model has no omitted variables and all relevant predictors have been adequately captured in the model.

4.5.5 Heteroscedasticity Test

Again, the Breusch-Pagan / Cook-Weisberg test for heteroscedasticity was performed on the null hypothesis that the errors have constant variance. The value of the Chi-square (1) = 2.33 with $\text{Prob} > \text{Chi-square} = 0.1269$ indicates that the study fails to reject the null hypothesis at 5% level of significance. Therefore, it can be concluded that the errors are homoscedastic.

4.6 Identifying and ranking the challenges that constrain teachers' performance appraisal systems in basic schools

The results of the Kendall's coefficient of concordance as shown in (Table 4.6) showed Appraisers not discussing reports on assessments with teachers with a mean rank of 2.71 emerged as the major challenge to the appraisal of the performance of teachers in basic schools in Ghana. The teachers indicated that when their performance is evaluated and the feedback from the Circuit Supervisors and headmasters who do the evaluation is not provided, it makes it difficult to identify areas that they need to step up their performance in order to excel in the conduct of their duties. This could be attributed to the idea that the assessors do not want to appear as persons who may be misconstrued as sabotaging the progress of teachers who may need better assessment results to get promoted. In others words, the assessors do not want to encounter any sort of confrontation from teachers who are underperforming, and hence they want to look good to all the teachers. It is further attributed to the likely requirement that assessment feedback reports are to be kept confidential from those whose performance has been evaluated. In either case that explains why the feedback reports are not shared with the teachers, it communicates that there are gaps in the process which requires a review to ensure that it becomes very effective. This finding is consistent with that of Shrivastav & Sapra (2012) which did not only find the importance of appraising performance of workers in a company but further highlighted the necessity to provide feedback to worker because of it positively affects the performance of employees.

The next most challenging obstacle to teachers' performance appraisal is inadequate logistics, the halo effect, circuit supervisor position being lobbied. It is expected that the Ghana Education Service equips Circuit Supervisors with the needed means of transport in particular for those are

especially in very inaccessible areas like the study area. Unfortunately, the reality has been that the Circuit Supervisors do not have motorbikes in most cases to visit all basic schools in the North East Gonja District to discharge their duties. The implication is that instead of visiting each school at least twice in a term, most of them are unable to visit the schools even once in a term. Yet, performance appraisal reports are regularly sent as expected. This does not give a true reflection of the performance of the teachers in the district. Rather, it creates avenues for even poorer performance of teachers since there is no external assessment to supplement that done by the headmasters, which are usually not quite effective. Related to this is the halo effect which emerges when Circuit Supervisors in particular believe that once a teacher does well in delivering a particular core subject, then automatically they are performing well in other core subjects. It could also happen if they think that because teachers go to school then certainly, they are able to teach well and conduct the requisite number of assessments for the students.

These flawed assumptions in teachers' performance assessment arise when Circuit Supervisors cannot reach the schools and then rely on hearsay to do their work. Aside this, a very worrying phenomenon is the observation that some teachers lobby for the position of Circuit Supervisor instead of the position being handed down to those who are qualified. The consequence is that some of the teachers are more experienced and understand the work of the circuit supervisor far better than some of the circuit supervisor themselves making it difficult for those circuit supervisors to evaluate the teachers' performance. This coupled with the poor motivation and passion for the job because it is lobbied does not bring about better teacher' assessment outcomes. The halo effect has been documented by Ngo *et al.* (2008) stating that employees are judged by their supervisor to be generally "good" employees, and the supervisor then evaluates

each of the areas of their performance as good, regardless of any behavior or results to the contrary, the supervisor is guilty of halo error.

Performance appraisers not undergoing any form training with a mean rank of 3.53 as indicated in Table 4.6, is identified and ranked as the third major challenge confronting teachers' performance appraisal systems. It is expected that the circuit supervisor and probably headmasters will intermittently undergo training to equip them with the improved assessment methods and to among other things be well educated and further have relevant skills to be more professional. However, the sampled teachers revealed that they rarely undergo any training to understanding how the prevailing assessment methods work and as a result, they are not well abreast with the conduct of their work. More so, the teachers are of the view that the appraisers do not meet their expectations with regards to their level of professionalism. The more unprofessional performance evaluators become the more susceptible they are to taking bribes thereby reducing professional ethics. This challenge has been confirmed by Henrietta (2012) who revealed that supervisors without training usually assume the easier position by giving average or above average ratings to poor-performing workers.

Table 4. 5: Challenges of Teachers’ Appraisal System

Challenge	Mean Rank	Rankings
Appraisers not discussing reports on assessments with teachers	2.71	1
Inadequate logistics, the halo effect, circuit supervisor position being lobbied	2.93	2
They do not also undergo training	3.53	3
Assessment of teachers’ performance based only on academic and not co-curricular activities	3.72	4
Co-curricular activities reducing the time of teachers for increasing their performance	3.86	5
Head teachers not organizing meetings with teachers to set targets at the beginning of the term	4.24	6
Test statistics		
Observations	161	
Kendall's W^a	0.78	
Chi-square	77.707	
Asymp. Sig.	0.000	

Source: Field Survey, 2020.

Also, assessment of teachers’ performance based only on academic and not co-curricular activities with a mean rank of 3.72 as contained in Table 4.6, is identified and ranked as the fourth major challenge confronting teachers’ performance in basic schools. This constraint is attributed to the fact that most of the focus of the evaluation is focused on the number of exercises conduct per subject, the lesson notes, the performance of the teacher in terms of school attendance, and other academic-related measures, ignoring co-curricular activities. Meanwhile, co-curricular activities are part of the teachers’ expected activities to conduct. Consequently, the teacher spends part of their time on these co-curricular activities as required. This does not only affect the performance of teachers but it is also unfair to the teachers since it is omitted from the assessment criteria. This finding is not surprising as Davidson (2005) concluded that non-

teaching activities and high workload are not motivating to teachers in the academic institutions. This was earlier buttressed by Fried (2004) who noted that unnecessary job designs as well as over burden poses an adverse effect on teachers' motivation and fail to increase performance.

Furthermore, the next challenge militating against effective evaluation of the performance of teachers is co-curricular activities which reduce the amount of time available for teachers to conduct their job. As indicated above, even though co-curricular activities such as organizing football matches among others are time consuming, and takes part of the teachers' time in delivering lessons, they do not give much attention to that as part of the scheme of their assessment. This has a direct effect of reducing teachers' performance in delivering their academic functions.

Again, head teachers not organizing meetings with teachers to set targets at the beginning of the term was ranked sixth with a mean rank of 4.24. To ensure a very effective evaluation system for teachers particularly at the school level as done by the headmaster, it is expected that right from the beginning of the terms targets would have been set for the teachers for the term. This will enable them plan their scheme of work against the time available for the term. Unfortunately, the sampled respondents indicated that most part of the time the headmasters do not set targets for the teachers. So, teachers just go on with their work as they deem fit until they are being assessed by the headmasters. This smacks of questions about the credibility of the performance appraisal since the teachers are unclear the basis on which the evaluation is usually done. It has long been asserted that employees being given the opportunity to understand the criteria used in evaluation and being accepted to take part in meetings to set targets for employees positively influences their performance (Petti john, 2001).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section of the study covers the summary of the findings, conclusion and recommendations. All the research questions the study targeted to address have been examined. These were achieved using descriptive statistics as well as inferential statistics such as correlation analysis, linear multiple regression, and Kendall's coefficient of Concordance. Based on the recommendations offered in this study policy formulations could be made.

5.2 Summary of Findings

The study examined the effect of performance appraisal system on the performance of teachers in basic schools in the North East Gonja District of the Savannah Region. Firstly, the chapter identifies the major factors influencing the performance of teachers in basic schools. Secondly, it examines the degree to which perception of performance appraisal system influences the teachers' performance in basic schools. Last but not the least, the chapter identifies and ranks the challenges that constrain performance appraisal system in evaluating teachers' performance in basic schools in the North East Gonja District. In all, a total sample size of 161 teachers was selected in the study. Primary data was collected through questionnaires. The gathered responses were analyzed using factor analysis, linear multiple regression, and Kendall's Coefficient of Concordance.

Some key findings reveal that, using factor analysis, some key factors with the potential to induce performance of teachers were identified. From the findings, rater accuracy, informational factors and motivation were identified and appropriately measured using a five-point Likert type

questions as the potential influencing factors of teachers' performance in basic schools. This implies that in measuring each of these variables, the respective items under each should be carefully taken into account.

The study also established that the performance of teachers which was also measured by a five-point Likert type questions has a significant relationship with perception of appraisal systems and other control variables. In particular, the Ghana Education Service has to critically focus attention on these factors which include: rater accuracy, motivation, informational factors and other control variables such as age, educational status and experience of teachers in basic schools.

The study further found out that in terms of the predictors influencing the performance of teachers in basic schools, the statistically significant variables were: perception of rater accuracy, motivation, informational factors, age, experience, and gender. This highlights the fact that there is still more room for improving the appraisal systems in assessing teachers' performance and the need to equip appraisers in the execution of their duties.

With regards to the challenges that militate against effective performance appraisal systems of teachers in basic schools, the study found that the challenges in order of importance include appraisers not discussing reports on assessments with teachers; inadequate logistics, the halo effect and circuit supervisor position being lobbied; they do not also undergo training; assessment of teachers' performance based only on academic and not co-curricular activities; co-curricular activities reducing the time of teachers for increasing their performance and head teachers not organizing meetings with teachers to set targets at the beginning of the term. The

test of the Kendall's coefficient of concordance (W) was significant meaning that the results can be used to make policy suggestions.

5.3 Conclusions

From the findings, it can be concluded that the key likely predictors of teachers' performance in basic schools are motivation, perception of the accuracy of the appraiser's assessment, and information factors. However, in measuring these drivers, factor analysis can be employed using the main items identified under each of the variables. These drivers can hence inform policy and particularly Ghana Education Service policy on teachers' performance appraisal in basic schools.

Motivation, informational factors and the accuracy of the appraisers' assessment method have statistically significant and positive effect on the performance of teachers in basic schools. This implies that more Ghana Education Service support and review of the policy on performance appraisal methods are still needed to turn around the phenomenon so as to change wrong perception about the objectivity, fairness and logistical needs of the supervisors (CS and headmasters) for the teachers to have high confidence in the operations of the appraisal system. Also, age, experience and gender have statistically significant and negative effect on the performance of teachers in basic schools and should be greatly reviewed.

The study concludes motivation, informational factors and rater's accuracy have positive and significant effect on the performance of teachers while age, experience and gender have significant and negative effect on the performance of teachers in basic schools. This highlights the need for headmasters and Circuit Supervisors to effectively manage the performance appraisal system. The study further concludes that though the position held by teachers does not have a significant effect on the performance of teachers, its positive correlation with it means it

effectively enhances the experience level of teachers and could in the long term have some influence on the performance of teachers.

The challenges inhibiting the effective operation of the performance appraisal systems of teachers in basic schools include appraisers not discussing reports on assessments with teachers; inadequate logistics, the halo effect and circuit supervisor position being lobbied; they do not also undergo training; assessment of teachers' performance based only on academic and not co-curricular activities; co-curricular activities reducing the time of teachers for increasing their performance and head teachers not organizing meetings with teachers to set targets at the beginning of the term. These results imply that more work is yet to be done by the Ghana Education Service in turning these challenges in to strengths. The test result of the Kendall's model was significant and so the results can be used to support policy suggestions.

5.4 Recommendations

Based on the study results, the following policy recommendations are made. From the findings, it was established that performance appraisal factors including accuracy of the raters' appraisal, motivation, informational factors and personal characteristics of teachers are the main determinants that affect teachers' performance in basic schools. This, implies that proper review of the activities of all human resource tools/ activities have to be conducted in good faith without any prejudice with an aim to attain the goals of the organization along with safeguarding the interests and rights of all employees and improving the entire activities and processes which reflect credible and fair performance assessment otherwise all the efforts would fail to create fruitful results. The study recommends organizations to encourage more communication between management staff and their subordinate and giving and discussing feedback on teachers' assessment. This regular communication, particularly in terms of the work outcomes of

employees, can assist organizations help employees enjoy job satisfaction as well as being very committed to the organization.

The study further recommends that the Ghana Education Service should ensure that the Circuit Supervisor's position is given on merit as well as institutionalize periodic training for both teachers and appraisers to ensure effective teaching on the part of the teachers and proper appraisal method on the part of the appraisers. The two appraisers, that is the headmasters and the Circuit Supervisors should intensify supervision as well as ensure strict enforcement of teaching regulations and sanctions for breach of teachers' ethical code of conduct.

Also, the bottle necks to conducting effective performance appraisal of teachers in basic schools should be taken seriously and measures such as; Provision of useful logistics motorbikes, effective educational programmes for both teachers and appraisers, imposing of sanctions on corrupt staff should be put in place to turn around the situation and dealing with the halo error by remembering that teachers are often strong in some areas and weaker in others that should objectively evaluate individual teachers based on their actual performance for each and every item of assessment.

Performance appraisal should be more rationale and transparent. In some areas of performance, there should be self-appraisal and more counseling so that teachers improve weak areas and understand what is expected of them by the Ghana Education Service. There should be a greater clarity in terms of job responsibility and setting of targets for each term in order to understand the job expectations of teachers to be able to enhance performance. The most useful way to enjoy success in a career is to be familiar with job duties and responsibilities from headmasters and

Circuit Supervisors which will assist in preventing any misalignment in the expectations from both the teachers' side and the side of the schools.

From the findings the study recommends that Ghana Education Service should institute attractive motivational schemes which could take the form of regular annual award schemes in various districts across the country, particularly those districts that are not much accessible like the North East Gonja District. This is important since motivation was found to be statistically significant in influencing teachers' performance in basic schools.

The study recommends that there should be regular evaluations based on recent favorable or unfavorable events rather than once or twice in a whole year without any other communication on performance issue within the term. In this case, the assessors can be accurate and fair in evaluating the teachers. Fair assessment of the teachers' performance may enhance their motivation. The Ghana Education Service through the appraisers should also take note that performance evaluation is a continuous process to reduce conflicts of expectations of the performance appraisal process, raters and ratees.

The study also recommends that there should be regular swapping of the circuit supervisors in order to avoid favoritisms or bias appraisal on the part of the circuit supervisors towards the basic school teachers in the Ghana Education Service.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS IN BASIC SCHOOLS

Dear Sir/Madam,

You have been selected to be a part of the study which seeks to know *THE IMPACT OF EMPLOYEE'S APPRAISAL ON JOB PERFORMANCE: A CASE STUDY OF G.E.S EMPLOYEES IN THE NORTH EAST GONJA DISTRICT*. Any information provided will be treated as confidential. In case of any enquiries, you can contact me, Mr. Sambique at 0249230655.

Thank you

Section A: Socio-demographic Characteristics

1. Sex (a) Male [] (b) Female []
2. How old are you?
3. Marital Status (a) Single [] (b) Married [] (c) Widow/Widower [] (d) Divorced []
4. Level of Education (a) Diploma [] (b) Degree [] (c) Master []
5. Do you hold any position in school (a) Yes [] (b) No []
6. How long have you been working as a staff (teacher)?
.....
.....

Section B: Factors influencing performance of teachers in basic schools

This part of the instrument is to examine the factors influencing performance of teachers in basic schools. Kindly indicate your opinion by ticking (√) the appropriate response as follows; Strongly Agree (SA), Agree (A), Undecided (UD), Disagree (D), Strongly Disagree (SD) to statements provided.

S / N	Performance determinant	I n d i c a t o r s	R a t i n g s					
			Strongly Agree	Undecided	Disagree	Strongly Disagree		
7	Rater Accuracy	Raters or appraisers have high competency about their work which can influence teachers' performance						
8		Measures of appraisal systems being standard can influence the performance of teachers						
9	Informational factors	Rater objectivity has the potential to influence teachers' performance						
10		Clear communication of appraisal systems can affect teachers' performance						
11		Regular review meetings to assess teachers' conduct of their work can influence their performance						
12		Timely release or delivery of information in the appraisal process can affect teachers' performance						
13		Honesty and fairness of the appraisal system can influence teachers' performance						
14		Politeness and favouritism can influence teachers' performance						
15		Motivation	Intrinsic motivation derived in teaching can influence teachers' performance					
16	Lack of teachers' accommodation facilities can affect their performance							
17	Lack of means of transport influences teachers' performance							
18	Lack of periodic reward schemes can influence teachers' performance							
19	Not creating avenues for teachers to express their concerns can affect their performance							
20	Inadequate staff training schemes on improved teaching methods can influence teachers' performance							
21	Teacher's performance		The regularity and punctuality of teachers to school is a measure of their performance					
22			Number of passes achieved by students in exercises conducted is a measure of teachers' performance					
23			Teachers' are able to conduct the right number of exercises per topic; Teachers are able to prepare their lesson notes on time					

Section C: Identifying and ranking the challenges that constrain performance appraisal systems for teachers in basic schools

24. Do you have some challenges that constrain the performance appraisal system for teachers in basic schools? 01 Yes [] 02 No []

Please rank the following challenges from 1-6, where 1 is the most pressing challenge and 6 is the least pressing challenge.

SN	Barriers to teachers' appraisal system	Rank (1-6)	C o m m e n t s
25.	Appraisers not discussing reports on assessments with teachers		
26.	Inadequate logistics, the halo effect, circuit supervisor position being lobbied		
27.	They do not also undergo training		
28.	Assessment of teachers' performance based only on academic and not co-curricular activities		

29.	Co-curricular activities reducing the time of teachers for increasing their performance		
30.	Head teachers not organizing meetings with teachers to set targets at the beginning of the term		

31. Suggest ways of managing at least three of the barriers in ways that will promote the teachers' appraisal system.

- i).....
- ii).....
- iii).
- iv).....